COMMONWEALTH of VIRGINIA
Board of Education Agenda

Date of Meeting: January 14, 2010 **Time:** 9 a.m.
Location: Jefferson Conference Room, 22nd Floor, James Monroe Building
101 North 14th Street, Richmond, Virginia

9:00 a.m. FULL BOARD CONVENES `

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the November 17, 2009, Meeting of the Board

Resolutions/Recognitions

- Resolution in Memory of Dr. S. John Davis, Superintendent of Public Instruction for the Commonwealth of Virginia, 1978-1990

- Resolution in Honor of Virginia's 2010 Teacher of the year, Catherine S. Webb, Speech Language Pathologist and Special Education Teacher, Narrows Elementary School in Giles County

Public Comment

Consent Agenda

A. Final Review of Financial Report on Literary Fund

B. Final Review of Recommendations Concerning Applications for Literary Fund Loans

C. Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Fund or Placement on a Waiting List

D. First Review of the Board of Education's 2009 Annual Report on Electronic Meetings

E. First Review of Revisions of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit

Action/Discussion Items

F. First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Charlotte County Public Schools

G. Final Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan Under the *No Child Left Behind Act of 2001*

H. Final Review of Proposed Revised *English Standards of Learning*

I. Final Review of Proposed Revised *Science Standards of Learning*

J. First Review of State Adoption of Textbooks and Instructional Materials for K-12 History and Social Science

K. Final Review of Educational Technology Plan for Virginia: 2010-2015

L. First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Education Programs Offered by Virginia Institutions of Higher Education as Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8 VAC 20-542-10 et seq.)

M. Final Review of the Advisory Board on Teacher Education and Licensure's Recommended Passing Score for the *School Leaders Licensure Assessment (SLLA)*

REPORT

N. Progress Report on Analyses Aimed at Understanding College Readiness in Virginia

DISCUSSION OF CURRENT ISSUES - by Board of Education Members and Superintendent of Public Instruction

EXECUTIVE SESSION

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Wednesday, January 13, 2010. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

GUIDELINES FOR PUBLIC COMMENT

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.

2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to ensure that the Board hears from different points of view on any particular issue.

3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.

4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

Board of Education Agenda Item

Item: A. **Date:** January 14, 2010

Topic: Final Review of Financial Report on Literary Fund

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address**: Kent.Dickey@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

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

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:

In accordance with the provisions of the *Code of Virginia*, Chapter 10, Section 22.1-142, the Board of Education is responsible for the management of the Literary Fund. This report reflects the status of the Literary Fund and the status of the Reserve Fund, which is in the custody of the Virginia Public School Authority (VPSA). The report also reflects the total principal of the fund, as well as cash, investments, and all short-/long-term loans in both funds.

Summary of Major Elements

Attachment A reflects the financial position of the Literary Fund as of September 30, 2009. The information presented in this report reflects the commitments against the Literary Fund as of September 30, 2009.

Attachment B reflects the currently active projects funded through the Literary Fund as of September 30, 2009.

Attachment C represents the projects that have closed and for which full payment from the Literary Fund has been made since the last Board meeting.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the financial report (including all statements) on the status of the Literary Fund as of September 30, 2009.

Impact on Resources:

As funds become available in the Literary Fund, recommendations will be made to the Board for funding priority projects and those projects at the top of the First Priority Waiting List, with the cash balance reduced as loan requests are processed.

Timetable for Further Review/Action:

The Department staff will prepare a quarterly financial report on this fund for Board approval. Information also will be presented each quarter, as part of another agenda item, regarding those projects on the two waiting lists.

Attachment A

STATEMENT OF THE FINANCIAL POSITION OF THE LITERARY FUND
(as of September 30, 2009)

Line Reference		September 30, 2009	June 30, 2009	Increase/(Decrease)
	PRINCIPAL BALANCE			
1.	Cash and investments maintained by State Treasurer	80,954,346	52,478,676	28,475,670
2.	Temporary loans received from local school boards (secured by promissory notes)	7,500,000	0	7,500,000
3.	Long-term loans in custody of Virginia Public School Authority (VPSA)	299,922,055	312,050,993	(12,128,938)
4.	Total Principal of Literary Fund	**388,376,401**	**364,529,669**	23,846,732
	CURRENT COMMITMENTS AGAINST LITERARY FUND REVENUE			
5.	Balance due on active projects (Attachment B)	14,790,643	22,399,121	(7,608,478)
6.	Debt service on VPSA equipment notes[1]	65,404,119	0	65,404,119
7.	Interest rate subsidy[2]	0	0	0
8.	Trigon Reserve	5,657,429	5,657,429	0
9.	Transfer for Teacher Retirement[3]	122,979,935	0	122,979,935
10.	Required Carry Forward Balance	63,624,638	64,469,470	(844,833)
11.	Total of Literary Fund Commitments	**272,456,763**	**92,526,020**	179,930,744
	FUNDS AVAILABLE FOR CURRENT COMMITMENTS AND NEW LOANS			
12.	Cash and investments maintained by State Treasurer (Line 1)	80,954,346	52,478,676	
13.	Less commitments against Literary Fund Revenues (Line 13)	(272,456,763)	(92,526,020)	
14.	**Balance Available to Fund New Projects Currently on Waiting List or (Additional Funds Needed to Meet Commitments)**	**(191,502,418)**	**(40,047,344)**	

NOTES:

[1]Chapter 781 requires $65,404,119 to be set aside for debt service on VPSA equipment notes in fiscal year 2010.

[2]Chapter 781 requires there be no funds set aside for an interest rate subsidy program in fiscal year 2010.

[3]Chapter 781 requires $122,979,935 to be transferred from the Literary Fund to pay teacher retirement in fiscal year 2010.

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Attachment B

ACTIVE LITERARY FUND PROJECTS (as of September 30, 2009)

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Balance Due	Percent Drawn
Literary Loans							
11254	Southampton County	Riverdale Elementary	January, 2008	7,500,000	-	7,500,000	0.00%
				$ 7,500,000	**$ -**	**$ 7,500,000**	
Subsidy Grants							
11062	Chesapeake City	Butts Road Intermediate	2001 Subsidy	85,594	(77,881)	7,713	90.99%
11151	Nottoway County	Blackstone Primary	2004 Subsidy	54,632	(40,393)	14,239	73.94%
11150	Nottoway County	Crewe Primary	2004 Subsidy	191,790	(161,572)	30,218	84.24%
11181	Grayson County	Grayson Middle	2005 Subsidy	138,831	-	138,831	0.00%
11201	Portsmouth City	Park View Elementary	2006 Subsidy	1,331,227	(6,500)	1,324,727	0.49%
11210	Halifax County	Halifax Middle	2006 Subsidy	1,331,227	(1,097,125)	234,102	82.41%
11220	Halifax County	South Boston Elementary	2006 Subsidy	641,739	(227,676)	414,063	35.48%
11212	Washington County	Abingdon Elementary	2007 Subsidy	201,358	(6,500)	194,858	3.23%
11213	Washington County	High Point Elementary	2007 Subsidy	154,739	-	154,739	0.00%
11214	Washington County	Valley Institute Elementary	2007 Subsidy	123,197	-	123,197	0.00%
11215	Washington County	E. B. Stanley Middle	2007 Subsidy	149,896	-	149,896	0.00%
11262	Wise County	Coeburn Middle School	2008 Subsidy	631,973	-	631,973	0.00%
11263	Wise County	Powell Valley Primary School	2008 Subsidy	726,322	-	726,322	0.00%
11255	Roanoke City	William Fleming High School	2008 Subsidy	1,006,140	-	1,006,140	0.00%
11273	Town of West Point	West Point Middle School	2008 Subsidy	41,984	-	41,984	0.00%
11270	Rockingham County	New Elementary School in Elkton	2008 Subsidy	999,640	(726,705)	272,935	72.70%
11293	Tazewell County	Richlands Elementary School	2008 Subsidy	446,045	-	446,045	0.00%
11294	Tazewell County	Tazewell Elementary School	2008 Subsidy	483,392	-	483,392	0.00%
11295	Tazewell County	Springville Elementary School	2008 Subsidy	243,178	-	243,178	0.00%
11296	Tazewell County	North Tazewell Elementary School	2008 Subsidy	324,368	-	324,368	0.00%
11297	Tazewell County	Cedar Bluff Elementary School	2008 Subsidy	327,724	-	327,724	0.00%
				$ 17,134,995	**$ (2,344,352)**	**$ 14,790,643**	

January, 2010

Attachment C

LITERARY FUND PROJECT REIMBURSEMENTS COMPLETED (as of September 30, 2009)

Application Number	School Division	School	Release Date	Funds Approved for Release	Actual Funds Disbursed	Funds Returned	Balance Due	Percent Drawn
11261	Culpeper County	New Elementary	January, 2008	7,500,000	(7,500,000)	-	-	**100.00%**
				$ 7,500,000	**$ (7,500,000)**	**$ -**	**$ -**	
11099	Washington County	Patrick Henry High School	2003 Subsidy	30,181	(30,181)	-	-	**100.00%**
11100	Washington County	Valley Institute Elementary School	2003 Subsidy	5,861	(5,861)	-	-	**100.00%**
11258	Gloucester County	Abingdon Elementary School	2007 Subsidy	798,438	(798,438)	-	-	**100.00%**
11272	Town of West Point	West Point High School	2008 Subsidy	64,219	(64,219)	-	-	**100.00%**
				$ 8,398,699	**$ (8,398,699)**	**$ -**	**$ -**	

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Board of Education Agenda Item

Item: B. **Date:** January 14, 2010

Topic: Final Review of Recommendations Concerning Applications for Literary Fund Loans

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address:** Kent.Dickey@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- _____ Board of Education regulation
- _____ Other: _____

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

Previous Review/Action:

_X_ No previous board review/action

_____ Previous review/action
date _____
action _____

Background Information:

The recommendation for approval of the projects on Attachment A is in accordance with the *Code of Virginia*, Chapter 10, Section 22.1-146, which authorizes the Board of Education to make loans from the Literary Fund for the purpose of erecting, altering, or enlarging school buildings. Approval of an application constitutes the first step in a two-step process to secure a loan from the Literary Fund. The second step can occur only after Departmental receipt of final plans and specifications per Section 22.1-140 of the *Code of Virginia*, coupled with a written request to the Department for release of funds, with the latter request also requiring Board approval.

Summary of Major Elements:

Attachment A reflects two (2) applications that have been reviewed by the Department. These applications have met all of the Board requirements necessary to be approved for a Literary Fund loan.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends approval of the two (2) applications totaling $15,000,000 (Attachment A).

Impact on Resources:

There will be no impact on the resources of the Literary Fund until a locality receives approval from the Board of Education for the release of funds, construction begins on the approved project, and a request for reimbursement is submitted and approved.

Timetable for Further Review/Action:

Recommendations similar to Attachment A will be presented to the Board on a quarterly basis as needed, if found in proper order after review by the Department.

BOARD OF EDUCATION

LITERARY FUND LOAN APPLICATIONS PRESENTED FOR APPROVAL

It is recommended that the following applications be approved:

Literary Fund #	School Division	School	Date Received	Amount	Comment
11314	Montgomery County	New Price's Fork Elementary School	November 9, 2009	7,500,000	New Construction (Plans Received)
11315	Buckingham County	Dillwyn Upper Elementary School	November 12, 2009	7,500,000	Addition and Renovation (Plans Not Received)

Total: $ 15,000,000

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Board of Education Agenda Item

Item: C. **Date:** January 14, 2010

Topic: Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

Presenter: Mr. Kent C. Dickey, Assistant Superintendent for Finance

Telephone Number: (804) 225-2025 **E-Mail Address**: Kent.Dickey@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

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

Previous Review/Action:

_X_ No previous board review/action
____ Previous review/action
date _____
action _____

Background Information:

The Literary Fund regulations of the Board establish two priorities for the Literary Fund Waiting Lists. These priorities are as follows:

Priority 1: Applications from localities having a composite index less than 0.6000 and indebtedness (including the application considered for release of funds) less than $20 million to the Literary Fund (Attachment A).

Priority 2: Applications from localities having a composite index of 0.6000 or above or an indebtedness (including the application considered for release of funds) of $20 million or greater to the Literary Fund (Attachment B).

Attachment C lists the projects that have been removed from the First Priority Waiting List.

Attachment D identifies the Literary Fund applications that are available for release.

Attachment E is the Board of Education's current Approved Application List. This attachment identifies the Literary Fund applications that are approved as to form but are not included on either waiting list and are not recommended for funding.

Summary of Major Elements:

To the extent funds are available, a recommendation for initial release of funds is presented for projects currently on the First Priority Waiting List or otherwise eligible for priority funding. To the extent funds are not available, new requests for the initial release of Literary Funds cannot be approved. As a result, such requests must be deferred and placed on either the First or Second Priority Waiting List in accordance with the Literary Fund regulations.

This item consists of the four elements that require action by the Board of Education. These elements are:

1. Three new projects, totaling $19,879,954, listed on Attachment A, are eligible for placement on the First Priority Waiting List.

2. Four projects from the First Priority Waiting List participated in the Series 2009-1 Virginia Public School Authority Qualified School Construction Bond program in November and, as a result, have been removed from the First Priority Waiting List (Attachment C). Three other school divisions had their projects on the First Priority Waiting List reduced due to participation (partial funding) in the same bond program: Montgomery County's New Elliston-Lafayette & Shawsville Elementary School project was reduced by $7,365,465, Richmond County's Elementary School project was reduced by $2,231,959, and Fluvanna County's High School project was reduced by $4,830,000.

3. Henry County submitted a letter dated December 26, 2009, requesting that its Fieldale Collinsville Middle School project be removed from the First Priority Waiting List. The school board has acquired funding from sources other than the Literary Fund for this project.

4. One new project, totaling $7,500,000, listed on Attachment E, has a Literary Fund application, which is approved as to form, but the plans have not yet been finalized. When the Department receives the plans, this project will be eligible for placement on a waiting list. Until such time, this project should remain on the Approved Application List.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the actions described in the four elements listed under "Summary of Major Elements."

Impact on Resources:

Current Board policy provides that, upon initial release of funds, Literary Fund cash is reduced in the total amount of the approved loan to assure that cash is available as required for project

completion. The disbursement of funds is based on actual invoices or other evidence of bills due and payable from the Literary Fund.

Timetable for Further Review/Action:

The staff will prepare items for the Board on this action as needed. Based on the availability of funds, initial release of funds will be made or projects will be deferred and placed on the Waiting Lists.

VIRGINIA BOARD OF EDUCATION - LITERARY FUND FIRST PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the First Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
1	July, 2007	Pulaski County	Riverlawn Elementary School	2%	7,500,000	7,500,000	Funding Deferred
2	October, 2007	Manassas Park City	Cougar Upper Elementary School	3%	7,500,000	15,000,000	Funding Deferred
3	October, 2007	Covington City	Jeter Watson Intermediate School	2%	7,500,000	22,500,000	Funding Deferred
4	October, 2007	Covington City	Edgemont Primary School	2%	7,500,000	30,000,000	Funding Deferred
5	October, 2007	Prince George County	North Elementary School	2%	7,500,000	37,500,000	Funding Deferred
6	July, 2008	Petersburg City	Walnut Hill Elementary School	2%	5,818,691	43,318,691	Funding Deferred
7	July, 2008	Norton City	Norton Elementary School	3%	7,500,000	50,818,691	Funding Deferred
8	July, 2008	Northampton County	Northampton High School	3%	7,500,000	58,318,691	Funding Deferred
9	July, 2008	Lee County	Dryden Elementary School	2%	2,300,000	60,618,691	Funding Deferred
10	July, 2008	Grayson County	West Grayson Elementary School	2%	7,500,000	68,118,691	Funding Deferred
11	October, 2008	Pittsylvania County	Tunstall High School	2%	7,500,000	75,618,691	Funding Deferred
12	October, 2008	Pittsylvania County	Chatham High School	2%	7,500,000	83,118,691	Funding Deferred
13	October, 2008	Wythe County	Rural Retreat High School	2%	7,500,000	90,618,691	Funding Deferred
14	October, 2008	Wythe County	Rural Retreat Middle School	2%	2,600,000	93,218,691	Funding Deferred
15	October, 2008	Montgomery County[1]	New Elliston-Lafayette & Shawsville Elementary School	3%	134,535	93,353,226	Funding Deferred
16	January, 2009	Warren County	Luray Avenue Middle School	3%	7,500,000	100,853,226	Funding Deferred
17	January, 2009	Grayson County	Fries Elementary School	2%	7,500,000	108,353,226	Funding Deferred
18	January, 2009	Henry County	Magna Vista High School	2%	7,200,000	115,553,226	Funding Deferred
19	January, 2009	Richmond County[1]	Richmond County Elementary School	3%	2,018,041	117,571,267	Funding Deferred
20	January, 2009	Richmond County	Rappahannock High School	3%	250,000	117,821,267	Funding Deferred
21	April, 2009	Giles County	Giles County Technology Center	2%	7,500,000	125,321,267	Funding Deferred
22	April, 2009	Giles County	Eastern Elementary/Middle School	2%	7,500,000	132,821,267	Funding Deferred
23	April, 2009	Nottoway County	Blackstone Primary School	2%	666,667	133,487,934	Funding Deferred
24	April, 2009	Nottoway County	Crewe Primary School	2%	666,667	134,154,601	Funding Deferred
25	April, 2009	Nottoway County	Burkeville Elementary School	2%	666,666	134,821,267	Funding Deferred
26	April, 2009	Fluvanna County[1]	Fluvanna County High School	3%	2,670,000	137,491,267	Funding Deferred
27	July, 2009	Virginia Beach City	Great Neck Middle School	3%	7,500,000	144,991,267	Funding Deferred
28	October, 2009	Washington County	John Battle High School	3%	489,126	145,480,393	Funding Deferred
29	October, 2009	Washington County	Abingdon High School	3%	489,126	145,969,519	Funding Deferred
30	October, 2009	Washington County	Patrick Henry High School	3%	1,177,236	147,146,755	Funding Deferred
31	October, 2009	Washington County	Holston High School	3%	602,186	147,748,941	Funding Deferred
32	October, 2009	Washington County	Meadowview Elementary School	3%	1,491,288	149,240,229	Funding Deferred
33	October, 2009	Washington County	Wallace Middle School	3%	1,165,073	150,405,302	Funding Deferred
34	October, 2009	Washington County	Glade Spring Middle School	3%	1,596,000	152,001,302	Funding Deferred
35	October, 2009	Washington County	William N. Neff Center	3%	3,100,000	155,101,302	Funding Deferred
New projects to be added with funding deferred until funds are approved for release by separate action of the Board of Education							
36	*January, 2010*	*Hopewell City*	*Hopewell City High School*	*2%*	*7,500,000*	*162,601,302*	*Funding Deferred*
37	*January, 2010*	*Virginia Beach City*	*College Park Elementary School*	*3%*	*4,879,954*	*167,481,256*	*Funding Deferred*
38	*January, 2010*	*Montgomery County*	*New Price's Fork Elementary School*	*3%*	*7,500,000*	*174,981,256*	*Funding Deferred*

[1]Literary Fund application amount reduced by the amount that was funded with the issuance of Series 2009-1 VPSA/Qualified School Construction Bonds on November 13, 2009.

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VIRGINIA BOARD OF EDUCATION - LITERARY FUND SECOND PRIORITY WAITING LIST

The following projects have been placed or are recommended for placement on the Second Priority Waiting List with the actions as indicated in the last column. Projects recommended for action at this meeting are presented in italics.

Priority	Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status	Comments
1	October, 2008	Pittsylvania County	Dan River High School	2%	7,500,000	7,500,000	Funding Deferred	
2	October, 2008	Pittsylvania County	Gretna High School	2%	7,500,000	15,000,000	Funding Deferred	

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VIRGINIA BOARD OF EDUCATION - REMOVAL FROM FIRST PRIORITY WAITING LIST

The following projects have been removed from the First Priority Waiting List with the actions as indicated in the last column.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total	Action/Status
July, 2008	Petersburg City	Robert E. Lee Elementary School	2%	6,493,700	6,493,700	Series 2009-1 VPSA QSCB Program Participant
July, 2008	Portsmouth City	Simonsdale Elementary School	2%	7,500,000	13,993,700	Series 2009-1 VPSA QSCB Program Participant
July, 2008	Lynchburg City	Sandusky Middle School	3%	7,500,000	21,493,700	Series 2009-1 VPSA QSCB Program Participant
January, 2009	Lexington City	Lylburn Downing Middle School	3%	7,500,000	28,993,700	Series 2009-1 VPSA QSCB Program Participant
January, 2009	Henry County	Fieldale Collinsville Middle School	2%	2,500,000	31,493,700	Application withdrawn

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VIRGINIA BOARD OF EDUCATION - RELEASE OF LITERARY FUNDS

It is recommended that Literary Funds be released for the following projects on the first priority waiting list.

Date Placed on Waiting List	School Division	School	Interest Rate	Amount	Cumulative Total

NO PROJECTS

January, 2010

LITERARY FUND OF VIRGINIA

APPROVED APPLICATION LIST [1]

Priority	Date Placed on Application List	School Division	School	Interest Rate	Application Amount	Cumulative Total	Action/Status
1	April, 2008	Alleghany County	Alleghany High School	2%	7,500,000	7,500,000	Pending receipt of plans
2	July, 2009	Buckingham County	Dillwyn Lower Elementary School	2%	7,500,000	15,000,000	Pending receipt of plans
New projects to be added to the approved application list							
3	*November, 2009*	*Buckingham County*	*Dillwyn Upper Elementary School*	*2%*	*7,500,000*	*22,500,000*	*Pending receipt of plans*

[1] Reflects only those applications not on waiting lists

Note: Per 8VAC20-100-90, applications which remain on the approved application list for three years shall be removed from the list.

January, 2010

Board of Education Agenda Item

Item: D. **Date:** January 14, 2010

Topic: First Review of the Board of Education's *2009 Annual Report on Electronic Meetings*

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/ 225-2924 **E-mail:** Margaret.Roberts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X__ Board review required by
- __X State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: Board of Education By-laws

_X__ Action requested at this meeting

___ Action requested at future meeting:

Previous Review/Action:

_X_ No previous board review/action

____ Previous review/action
date:
action:

Background Information: § 2.2-3708.E of the *Code of Virginia* requires that public bodies holding electronic meetings submit an annual report detailing their experience with any electronic meetings to the Freedom of Information Advisory Council and the Joint Commission on Technology and Science. The *Code of Virginia* specifies the information that is to be included in the annual report, as follows:

§ 2.2-3708. Electronic communication meetings.

E. Any public body that meets by electronic communication means shall make a written report of the following to the Virginia Freedom of Information Advisory Council and the Joint Commission on Technology and Science. . . .

1. The total number of electronic communication meetings held during the preceding year;

2. The dates and purposes of the meetings;

3. The number of sites for each meeting;

4. The types of electronic communication means by which the meetings were held;

5. The number of participants, including members of the public, at each meeting location;

6. The identity of the members of the public body recorded as absent, and those recorded as present at each meeting location;

7. A summary of any public comment received about the electronic communication meetings; and

8. A written summary of the public body's experience using electronic communication meetings, including its logistical and technical experience.

Summary of Major Elements: During the 2009 calendar year, the Board of Education conducted one committee meeting using electronic communications.

It should be noted that the Board of Education has moved significantly within the last few years to use electronic communications and resources. The Board has taken action to post agendas, meeting material, minutes, business and committee meeting notices, legislative reports, and other publications on its Internet site (http://www.doe.virginia.gov/boe/index.shtml). Meeting materials, Powerpoint presentations, and other publications related to Board meetings, including meetings of its standing committees and advisory committees, are distributed to members and the public via electronic means, thereby getting materials into the hands of interested persons quickly and efficiently while, at the same time, reducing costs and administrative time on the agency.

The Board of Education also supports and encourages the use of electronic conferencing resources, including videoconferencing, for conducing business of standing committees and advisory committees.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and adopt the *2009 Annual Report on Electronic Meetings*.

Impact on Resources: N/A

Timetable for Further Review/Action: Following its adoption, the final report will be submitted to the Freedom of Information Advisory Council and the Joint Commission on Technology and Science, as required by the *Code*.

ATTACHMENT:

Board of Education
2009 Annual Report on Electronic Meetings

During the 2009 calendar year, the Board of Education conducted one committee meeting using electronic communications.

Summary of Electronic Meetings Held in 2009 by the Board of Education

Date and Purpose of Meeting	Number of Sites: Number of Board members present	Types of Communication Used	Number of Public Participants	Public Comment
October 13, 2009: Charter School Application Review Committee	Two sites: Richmond and Manassas Two Board of Education members were present at the Richmond site; one committee member participated electronically from the Manassas site	Telephone conference call	Richmond: 2 Manassas: none	None

Summary of the Board of Education's Experience Using Electronic Communications

Meetings of the Board of Education and the Board of Education's Charter School Application Review Committee were conducted using telephone conference services provided by the VITA. The system worked well and the full agendas were completed with no difficulty. The Department of Education's staff continues to modify the technical equipment in order to improve the sound quality to and from the remote sites.

It should be noted that the Board of Education has moved significantly within the last few years to use electronic communications and resources. The Board has taken action to post agendas, meeting material, minutes, business and committee meeting notices, legislative reports, and other publications on its Internet site (http://www.doe.virginia.gov/boe/index.shtml). Meeting materials, Powerpoint presentations, and other publications related to Board meetings, including meetings of its standing committees and advisory committees, are distributed to members and the public via electronic means, thereby getting materials into the hands of interested persons quickly and efficiently while, at the same time, reducing costs and administrative time on the agency.

The Board of Education also supports and encourages the use of electronic conferencing resources, including videoconferencing, for conducing business of standing committees and advisory committees.

Board of Education Agenda Item

Item: E. **Date:** January 14, 2010

Topic: First Review of Revisions of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit.

Presenter: Lan Neugent, Assistant Superintendent for Technology and Career Education

Telephone Number: 804-786-2260 **E-Mail Address:** Lan.Neugent@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- ____ State or federal law or regulation
- _X_ Board of Education regulation
- ____ Other:

_X_ Action requested at this meeting ____ Action requested at future meeting: _____

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
- date September 28, 2000; April 26, 2001; April 24 & 25, 2002; May 28, 2003; June 25, 2003; February 25, 2004; February 23, 2005; November 30, 2005, November 29, 2006, January 10, 2008, and January 15, 2009.
- action Additions and/or deletions were made to the list of board-approved examinations, assessments, and licensures.

Background Information:
The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, requirements for graduation 8 VAC 20-131-50.I.3, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education's Career and Technical Education Seal.

8 VAC 20-131-50.I.3 - "The Board of Education's Career and Technical Education Seal will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a "B" or better average in those courses; or (i) pass an examination or occupational competency assessment in a career and technical education concentration or specialization that confers certification or an occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board shall approve all professional licenses and examinations used to satisfy these requirements."

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, requirements for graduation 8 VAC 20-131-50.I.4, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education's Seal of Advanced Mathematics and Technology.

8 VAC 20-131-50.I.4 – "The Board of Education's Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a "B" average or better, and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association, (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia, or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements."

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* make the following provisions relative to students earning verified units of credit:

8 VAC 20-131-110.C Standard and verified units of credit
The Board may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge-based;
3. The test must be administered on a multi-state or international basis, or administered as part of another state's accountability assessment program; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

8 VAC 20-131-50.B.2 (Footnotes 5 and 6 and C., Footnote 5) Requirements for graduation
Verified Credits Required
Student Selected Test [5]
[5] A student may utilize additional assessments for earning verified credit in computer science, technology, career and technical education, or other areas as prescribed by the Board in 8VAC 20-131-110.
[6]Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.

Summary of Major Elements
The attached list of industry, professional, trade association certifications, or occupational competency assessments meets the Board's requirements as noted in 8 VAC 20-131-50.I.3, 8 VAC 20-131-50.I.4, 8 VAC 20-131-110, and 8 VAC 20-131-50.B.4 (Footnotes 5 and 6 and C., Footnote 5) for the Career and Technical Education Seal, the Seal of Advanced Mathematics and Technology, and student-selected verified credit.

The 47 additional industry certification examinations and occupational competency assessments in bold print have been identified as meeting criteria to satisfy requirements for the Career and Technical Education Seal and student-selected verified credit. One of these examinations has been identified as meeting criteria to satisfy requirements for the Advanced Mathematics and Technology Seal. A list of previously approved examinations and recommended additional examinations is attached.

Industry, professional, and trade association certifications are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available, no longer meet the Board of Education's criteria for diploma seals or student-selected verified credit, or require additional criteria such as work experience beyond high school. Changes have been made in two of the certifications that were previously approved by the Board. A list of certification examinations that are recommended for deletion from the Board-approved list is attached.

As a result of the proposed additions and deletions to this list there are:

- 219 credentials eligible for student-selected verified credit;
- 213 credentials eligible for the Career and Technical Education Seal; and
- 35 credentials eligible for the Advanced Mathematics and Technology Seal.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the revised list of industry certification examinations, occupational competency assessments, and licenses to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the student-selected verified credit.

Impact on Resources:
Federal Carl Perkins funds may be used to help teachers and programs become certified. State funds will be used to assist students to become certified or pass an occupational competency assessment.

Timetable for Further Review/Action:
After final approval, a Superintendent's Memorandum will notify school divisions of these additions to and deletions from the approved list of industry certifications, occupational competency assessments, and licenses.

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	Issuing Organization	Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
AGRICULTURAL EDUCATION				
Agriculture Mechanics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Agribusiness Examination	New York State Department of Education	X	X	
Commercial Pesticide Applicator Certification	Virginia Department of Agriculture and Consumer Services	X	X	
Floriculture-Greenhouse Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Floriculture Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Forestry Products & Processing Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Greenhouse Operators Certification Program	Southeast Greenhouse Growers Association	X	X	
Horticulture-Landscaping Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Horticulture-Olericulture and Pomology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Outdoor Power Equipment Certifications (Pass any one Outdoor Power Equipment exam)	Equipment and Engine Training Council	X	X	
Pet Sitters Certification	**National Association Professional Pet Sitters**	**X**	**X**	
Production Agriculture Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Private Applicator Certification	**Virginia Department of Agriculture and Consumer Services**	**X**	**X**	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	Issuing Organization	Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Registered Technician Certification	**Virginia Department of Agriculture and Consumer Services**	**X**	**X**	
Small Engine Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Small Animal Science Examination	National Occupational Competency Testing Institute (NOCTI)	X	X	
Small Animal Care Examination	**New York State Department of Education**	**X**	**X**	
BUSINESS AND INFORMATION TECHNOLOGY				
Accounting-Basic Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Accounting – Complete Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Administrative Assisting Assessment	National Occupational Competency Testing Institute (NOCTI	X	X	
Administrative Services Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Adobe Certified Associate (Pass any one test in this program)	Adobe Systems Incorporated	X	X	X
Apple Pro Certification Program (Pass any one exam in this program)	Apple, Inc.	X	X	X
Banking and Related Services Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Business and Information Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Brainbench Network Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Systems Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
(Pass any one test in this category)				
Brainbench Software Development Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Web Design and Development Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Web Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Desktop Publishing Certifications (Pass any one test in this category)	Brainbench	X	X	X
Certified Internet Web Professional (CIW) Program (Pass any one exam in this program)	ProsoftTraining	X	X	X
Certified Novell Administrator (CNA)	Novell	X	X	X
Computer Programming Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	**X**

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Digital Literacy Certification Test (must be taken in combination with the Virginia Workplace Readiness Assessment)	**Microsoft**	**X**	**X**	
Financial and Investment Planning Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Financial Literacy Certification (WISE)	Working in Support of Education (WISE)	X	X	
Fundamentals of Wireless LANs Examination	Cisco Systems	X	X	X
Fundamental Business Concepts	ASK Institute (DECA/MarkED)	X	X	
General Management Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Human Resources Management Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
IC3 Certification	Certiport	X	X	X
Java Programming Examination	Cisco Systems	X	X	X
Linux+ Certification	CompTIA	X	X	X
Microsoft Certified Professional (Pass any one Microsoft Professional exam)	Microsoft	X	X	X
Microsoft Office Specialist (MOS)—(Pass any one MOS exam)	Microsoft	X	X	
Microsoft Certified Application Specialist (MCAS)-(Pass any one MCAS exam)	Microsoft	X	X	
Network+ Certification	CompTIA	X	X	X

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Oracle Certification Program Examinations (Pass any one Oracle certification exam)	Oracle Corporation	X	X	X
Fundamentals of Unix Examination	Cisco Systems	X	X	X
Virginia Workplace Readiness Assessment/IC3 Certification Exams (pass Virginia Workplace Readiness Assessment and any one of three IC3 exams)	National Occupational Competency Testing Institute (NOCTI) and Certiport	X	X	
FAMILY AND CONSUMER SCIENCES EDUCATION				
Broad Field Family and Consumer Sciences Examination	**American Association of Family and Consumer Sciences (AAFCS)**	**X**	**X**	
Commercial Foods Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Culinary Arts Prep Cook-Level 1 Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Culinary Arts Cook-Level 2 Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Culinary Arts Examination	**American Association of Family and Consumer Sciences (AAFCS)**	**X**	**X**	
Early Childhood Care and Education Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Early Childhood Education Examination	**American Association of Family and Consumer Sciences (AAFCS)**	**X**	**X**	
Education Careers Examination	**American Association of Family and Consumer Sciences (AAFCS)**	**X**	**X**	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Education and Training Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Family Services Examination	**American Association of Family and Consumer Sciences (AAFCS)**	**X**	**X**	
Fashion, Textiles, and Apparel Examination	**American Association of Family and Consumer Sciences (AAFCS)**	**X**	**X**	
Hospitality Management—-Food and Beverage Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Hospitality Management—Lodging Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Interior Design Examination	**American Association of Family and Consumer Sciences (AAFCS)**	**X**	**X**	
Nutrition Examination	**American Association of Family and Consumer Sciences (AAFCS)**	**X**	**X**	
ParaPro	**Educational Testing Service**	**X**	**X**	
Personal and Family Finance Certification	American Association of Family & Consumer Sciences (AAFCS)	X	X	
ProStart Program Certification (Levels I and/or 2)	Education Foundation of the National Restaurant Association	X	X	
Retail Commercial Baking Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
ServeSafe Certification	**Education Foundation of the National Restaurant Association**	**X**	**X**	
START Certification (Hospitality Skills)	American Hotel and Lodging Association (AH&LA)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	Issuing Organization	Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
HEALTH AND MEDICAL SCIENCES EDUCATION				
Certified Dental Assistant: Infection Control Examination (ICE)	Dental Assisting National Board, Inc.	X	X	
Certified Dental Assistant: Radiation Health & Safety Examination (RHS)	Dental Assisting National Board, Inc.	X	X	
Certified Veterinary Assistant	**Animal Care Technologies**	**X**	**X**	
Dental Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
EMS First Responder Certification	Department of Health, Office of Emergency Medical Services	X	X	
Emergency Medical Technician	Department of Health, Office of Emergency Medical Services	X	X	
Health Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Home Health Aide Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Medical Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
National Health Care Foundation Skills Standards Assessment	National Consortium on Health Science & Technical Education	X	X	
NRDA Certification (Dental Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
NRDA Certification (Medical Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
Nurse Aide	Virginia Board of Nursing	X	X	
Nursing Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	Issuing Organization	Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Practical Nursing Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Virginia Pharmacy Technician Examination	Virginia Board of Pharmacy	X	X	
MARKETING				
Concepts of Finance Examination	ASK Institute (DECA/MarkED)	X	X	
Concepts of Entrepreneurship and Management Examination	ASK Institute (DECA/MarkED)	X	X	
Fundamental Marketing Concepts	ASK Institute (DECA/MarkED)	X	X	
Lodging Management Program Certification (Levels 1 and/or 2)	American Hotel and Lodging Association (AH&LA)	X	X	
National Professional Certification in Customer Service	National Retail Federation Foundation	X	X	
Retail Trades Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Sales Certification	National Retail Federation Foundation	X	X	
MILITARY SCIENCE				
Armed Services Vocational Aptitude Battery Examination	**United States Military Entrance Processing Command**	**X**	**X**	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	Issuing Organization	Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
TECHNOLOGY EDUCATION				
ADDA Architectural Drafting Examination	**American Design Drafting Association**	**X**	**X**	
ADDA Mechanical Drafting Examination	**American Design Drafting Association**	**X**	**X**	
AutoCAD Certifications (Pass any one exam)	Brainbench	X	X	
Autodesk Application Certification Program (Pass any one exam)	Autodesk	X	X	
Automated Manufacturing Technology Examination	SkillsUSA	X	X	
Architectural Drafting Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Certified SolidWorks Professional	SolidWorks Corporation	X	X	
Electronic Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Manufacturing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Pre-Engineering Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Pre-Skills Assessment for Mastercam Assessment	Mastercam--Administered by National Occupational Competency Testing Institute (NOCTI)	X	X	
STARS Certification Examination	**Digital Quest, Inc.**	**X**	**X**	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
TRADE AND INDUSTRIAL EDUCATION				
A+ Certification (Pass any one exam from 2006 certification program)	CompTIA	X	X	X
A+ Certification (Pass any one exam from 2009 certification program)	CompTIA	X	X	X
Access Certification	American Culinary Federation, Inc. (ACF)	X	X	
Advertising Design Examination	SkillsUSA	X	X	
Advertising and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Audio-Visual Communications Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Automotive Technician Core Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Automotive Technician Standard Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Automotive Technician Advanced Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Automotive Technician Examination (ASE)—(Pass any one exam from Automobile Technician Test Series)	National Institute for Automotive Service Excellence	X	X	
Architectural Drafting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
ASE/AYES/SkillsUSA Automotive Technician End-of-Program Examinations (Pass any one exam from automobile, truck, or collision repair areas)	ASE/AYES/SkillsUSA Partnership Automotive Technician Testing Program	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Basic Principles of Construction: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Basic Installer Exam, Mobile Electronics Certified Professional	Consumer Electronics Association	X	X	
BICSI Registered Installer Certification, Level 1	BICSI (International Telecommunications Association)	X	X	
Broadcasting and Journalism Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Building Construction Occupations Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Building Trades Maintenance Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
CAD Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
CAD/CAM Assessment	**National Occupational Competency Testing Institute (NOCTI**	**X**	**X**	
Cabinetmaking Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Carpentry Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Carpentry: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Carpentry Level One, National Construction Career Test	National Center for Construction Education & Research (NCCER)	X	X	
Certified Computer Service Technician	Electronics Technicians Association, International (ETA)	X	X	X

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Certified Electronics Technician Associate (CET)	Electronics Technicians Association, International (ETA)	X	X	
Certified Satellite Dish Installer	Electronics Technicians Association, International (ETA)	X	X	
CISCO CCNA Academy End-of-Course Examinations (Pass any two end-of-course exams, Levels 1-4)	CISCO Systems	X	X	X
CISCO Certified Networking Associate (Pass any one exam in CCNA certification program)	CISCO Systems	X	X	X
Collision Repair Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Collision Repair and Refinishing Technician (ASE)-(Pass any one exam from Collision Repair & Refinish Test Series)	National Institute for Automotive Service Excellence	X	X	
Collision Repair/Refinishing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Computer Networking Fundamentals Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X
Computer Repair Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X
Construction Masonry-Blocklaying Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Construction Masonry-Bricklaying Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Construction Technology Test	National Center for Constructional Education & Research (NCCER)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Computer Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	X
Copper Based Cabling Certification	RBT Systems, Inc.	X	X	
Core: Introductory Craft Skills, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Cosmetology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Criminal Justice Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Data Cabling Installer Certification (DCIC)	Electronics Technicians Association, International (ETA)	X	X	
Diesel Engine Mechanics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Drafter Certification	American Design Drafting Association	X	X	
Electrical Construction Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Electrical Occupations Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Electrical Principles: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Electrical, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Electronics Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Electronics Module: DC (EM1)	**Electronics Technicians Association, International (ETA)**	**X**	**X**	
Electronics Module: AC (EM2)	**Electronics Technicians Association, International (ETA)**	**X**	**X**	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	Issuing Organization	Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Electronics Module: Analog (EM3)	**Electronics Technicians Association, International (ETA)**	**X**	**X**	
Electronics Module: DC (EM4)	**Electronics Technicians Association, International (ETA)**	**X**	**X**	
Electronics Module: Comprehensive (EMS)	**Electronics Technicians Association, International (ETA)**	**X**	**X**	
EPA Technician Certification (Levels I, II, or III)	Environmental Protection Agency (Authorized Entity)	X	X	
Fiber Optic Network Cabling Certification	RBT Systems, Inc.	X	X	
Fiber Optics Installer Certification	Electronics Technicians Association, International (ETA)	X	X	
Firefighter I Certification	Virginia Department of Fire Programs	X	X	
Firefighter II Certification	**Virginia Department of Fire Programs**	**X**	**X**	
General Drafting and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Graphic Communications Examination	**PrintED/SkillsUSA Skill Connect Assessments**	**X**	**X**	
Graphic Communication Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Graymark Cabling Installation Certification	Graymark International	X	X	
Heating, Electrical, Air Conditioning Technology (HEAT) Examination (Pass any one exam)	HVAC Excellence	X	X	
Heating, Ventilation, Air Conditioning (HVAC) Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Heating, Ventilation, Air Conditioning & Refrigeration (HVAC/R) Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Heavy Equipment Operations Level One	National Center For Construction Education & Research (NCCER)	X	X	
House Wiring: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HVAC: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HVAC, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
HVAC Excellence Certification Program (Pass any one exam in this program)	HVAC Excellence	X	X	
Industrial Maintenance Mechanic Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Installer (or Service) Core Certification (HVAC)	North American Technician Excellence, Inc. (NATE)	X	X	
IT Essentials 1 Examination (PC Hardware and Software)	Cisco Systems	X	X	X
IT Essentials 2 Examination (Network Operating Systems)	Cisco Systems	X	X	X
MSSC Certified Production Technician (CPT) Program (Pass any one CPT examination)	Manufacturing Skill Standards Council (MSSC)	X	X	
Machining Skills--Level I (Pass any one Machining (Level 1) examination with performance component)	National Institute for Metalworking Skills (NIMS)	X	X	
Masonry Level One, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Performing Arts Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Photography Examination	SkillsUSA	X	X	
Plumbing Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Plumbing: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Precision Machining Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Protective Services Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
PrintED Certification Program (Pass any one exam)	Graphic Arts Education and Research Foundation	X	X	
Residential Air-Conditioning and Heating Certification	Air Conditioning and Refrigeration Institute	X	X	
SENSE Training Program Certification (Level 1, Entry-Level Welder)	American Welding Society (AWS)	X	X	
Screen Printing Examination	**PrintED/SkillsUSA Skill Connect Assessments**	**X**	**X**	
SkillsUSA Workforce Ready System (pass any one test from available examinations)	**SkillsUSA**	**X**	**X**	
Student Electronics Technician Certification (SET)	Electronics Technicians Association, International (ETA)	X	X	
Telecommunications Electronics Technician Certification	Electronics Technicians Association, International (ETA)	X	X	
Television Broadcasting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
Technical Drafting Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Visual Arts Assessment	**National Occupational Competency Testing Institute (NOCTI)**	**X**	**X**	
Visual Communications Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Welding Assessment	National Occupational Competency Testing Institute (NOCTI)	X	X	
Welding, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
LICENSE				
Barbers	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Cosmetology	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Licensed Practical Nurse	Virginia Board of Nursing	X	X	
Nail Technician	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Pilot's License-Airplane Single Engine Land	**Federal Aviation Administration**	**X**	**X**	
Real Estate Salesperson	Virginia Real Estate Board (Dept. of Professional & Occupational Regulation)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensure				
January 14, 2010 (Proposed)				
		Meets Board of Education Criteria		
Name of Credential	**Issuing Organization**	**Student Selected Verified Credit**	**Career and Technical Education Seal**	**Advanced Mathematics and Technology Seal**
EXAMINATION				
Advanced Placement Computer Science A	The College Board	Passing Score = 3		Passing Score = 3
Advanced Placement Computer Science AB	The College Board	Passing Score = 3		Passing Score = 3
College Level Examination Program (CLEP): Information Systems and Computer Applications	The College Board	Passing Score = 52		Passing Score = 52
International Baccalaureate Computer Science (Standard Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
International Baccalaureate Computer Science (Higher Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
International Baccalaureate Information Technology in a Global Society (IB6613) (Standard Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
NOTE: New industry certification credentials and occupational competency assessments are printed in bold.				

Deletions to Board of Education's Approved Industry Certifications and Licenses
January 15, 2009 (Proposed)

Certifications	Issuing Organization	Deletions
Automotive Youth Educational Systems (AYES) Exit Examinations (Pass any two AYES exit exams)	Automotive Youth Educational Systems	Credential has been discontinued.
National Automotive Technicians Education Foundation (NATEF) End of Program Test Series Examinations (Pass any two NATEF, End of Program Test Series, exams)	National Automotive Technicians Education Foundation	Credential has been discontinued.

Board of Education Agenda Item

Item: F. **Date:** January 14, 2010

Topic: First Review of a Request for Approval of an Innovative Program Opening Prior to Labor Day from Charlotte County Public Schools

Presenter: Ms. Anne Wescott, Assistant Superintendent for Policy and Communications
Ms. Melody Hackney, Superintendent, Charlotte County Public Schools

Telephone Number: (804) 225-2403 **E-Mail Address:** Anne.Wescott@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ___ Board of Education regulation
- ___ Other: _____

_X_ Action requested at this meeting

___ Action requested at future meeting: _____

Previous Review/Action:

_X_ No previous board review/action
___ Previous review/action
Date _____
Action _____
_____

Background Information: Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of § 22.1-79.1.B permits the Board to approve a waiver for an experimental or innovative program as follows:

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement on a showing of good cause.

B. For purposes of this section, "good cause" means:

…3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools….

The *Regulations Establishing Standards for Accrediting Public Schools i*n *Virginia*, at 8 VAC 20-131-290.D, permit local school boards to seek approval to implement experimental or innovative programs under the following conditions:

D. With the approval of the local school board, local schools seeking to implement experimental or innovative programs, or both, that are not consistent with these standards shall submit a waiver request, on forms provided, to the board for evaluation and approval prior to implementation. The request must include the following:

1. Purpose and objectives of the experimental/innovative programs;
2. Description and duration of the programs;
3. Anticipated outcomes;
4. Number of students affected;
5. Evaluation procedures; and
6. Mechanisms for measuring goals, objectives, and student academic achievement….

The following school divisions with year-round, innovative, or experimental programs were approved for the 2009-2010 school year: Alexandria (two schools), Arlington (one), Covington (two), Danville (five), Fairfax County (seven), and Harrisonburg (two).

Summary of Major Elements: The Charlotte County School Board is requesting approval of innovative programs for Randolph Henry High School, Central Middle School, Eureka Elementary School, Bacon District Elementary School, Phenix Elementary School, and J. Murray Jeffress Elementary School. Approval of this request would permit all of these schools to open prior to Labor

Day. In order to provide the maximum educational benefit for students and to maximize transportation cost savings, it is important that all of these schools operate on the same calendar.

Charlotte County Public Schools (CCPS) is a rural school division which includes Randolph Henry High School, Central Middle School, Eureka Elementary School, Bacon District Elementary School, Phenix Elementary School, and J. Murray Jeffress Elementary School. The school division includes 2,164 school-age children in grades K-12 and 100 students in PreK. Fifty-two percent of the students receive free or reduced price meals. Approximately 45 percent of the county's adults over age 25 do not have high school diplomas. Moreover, only 7 percent of those persons over age 25 have a baccalaureate degree or higher.

In the summer of 2008 the school division convened a focus group of administrators and teachers to look at how to increase the number of graduating high school students who will pursue postsecondary education. This group identified the following concerns:

- Charlotte County is the 9th poorest county in Virginia. Twenty percent of its residents live in poverty.
- Economic development is extremely limited, the tax base is extremely low, and it is difficult to support community recreational activities, medical services, or transportation. The school division has implemented many programs to support the community, including daycare, summer lunch programs, mentoring programs, support for adult education, structured recreational activities for youth, and emergency shelters.
- Charlotte County youth and their families often lack personal or community exposure to varying career opportunities and exposure to the college environment, and lack the knowledge as to what kind of education is required to be successful in these careers.
- Because this community's culture has not historically reinforced the relevance of postsecondary education, CASHE (Connecting All Students to Higher Education) was developed and implemented last school year. The school division hopes that this program will result in 100 percent of its graduates attending postsecondary education.

Based on inclement weather, Charlotte County Public Schools has opened prior to Labor Day for the past five years. The changes in school programming due to CASHE now require that all schools in the division continue to open prior to Labor Day to ensure that the school calendar and the calendars of participating colleges comport so that students can fully participate in dual enrollment, GED (middle college), Pre-Engineering, the Governor's School of Southside Virginia, and other activities.

In addition, CCPS has a large number of students participating in dual enrollment with courses taught at the high school, online, and at the Southside Virginia Community College (SVCC). (During the fall of 2009, 294 students were enrolled in 28 dual enrollment classes. Because CCPS has difficulty recruiting and retaining teachers with graduate degrees, SVCC often must provide staffing for many of the dual enrollment programs.) Further, Charlotte County's Associate Degree Program was the first high school associate degree program established in Virginia. At each grade level from PK through grade 12 activities have been planned to expose all students to various types of higher education and career options. These activities are documented on the CASHE Student Record which is placed in each student's scholastic record, used in career planning discussions, and incorporated into instructional activities.

The CASHE program was first implemented during the 2008-2009 school year. Four years ago less than 50 percent of this school division's graduates pursued postsecondary education. As a result of CASHE activities, this has increased to 80 percent. The CASHE activities include on-site visits in mid-August to SVCC and Longwood University, as well as other structured activities within the community and region. Students also participate in career and college fairs. In addition, the program ensures parental involvement.

The school division is confident that this program will be successful in facilitating the success of its graduates and its goal is to reach 100 percent of its students. In order to achieve this, it is imperative that students at every grade level are provided with ongoing age appropriate educational enrichment targeting higher education and career options. CCPS ask that these schools be allowed to open prior to Labor Day so that the school division's calendar will comport with the calendars of the participating colleges and school transportation will be cost effective.

A copy of the complete package submitted by the Charlotte County School Board is attached.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve this request.

Impact on Resources: The impact on resources is not expected to be significant.

Timetable for Further Review/Action: Upon approval by the Board of Education, Department of Education staff will notify the Superintendent of Charlotte County Public Schools that Randolph Henry High School, Central Middle School, Eureka Elementary School, Bacon District Elementary School, Phenix Elementary School, and J. Murray Jeffress Elementary School are authorized to open prior to Labor Day in the 2010-2011 school year.

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

REQUEST FOR WAIVER OF CERTAIN ACCREDITING STANDARDS AND/OR APPROVAL OF AN INNOVATIVE OR EXPERIMENTAL PROGRAM

The Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et seq.) Set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§§ 22.1-253.13:1 et seq.). The annual accrediting cycle for public schools is July 1 through June 30.

This cover sheet, with the supporting documentation, must be submitted to the Department of education for review and recommendation to the board at least 90 days prior to the beginning of an accrediting cycle or the proposed implementation of the program or activity that precipitates the request for the waiver. The types of waivers available and the corresponding section of the standards are indicated below. Please attach additional sheets or information deemed appropriate. [The board will consider this request in its monthly meeting and school divisions may be requested to appear before the board to explain a waiver request.]

SCHOOL DIVISION Charlotte County Public Schools (020)

TITLE OF PROGRAM/ACTIVITY CA$HE (**C**onnecting **A**ll **S**tudents to **H**igher **E**ducation)

TYPE OF APPROVAL REQUESTED:

- ☐ Approval of an Alternative to the Standard School Year and School Day (8 VAC 20-131-150)
- ☐ Approval of an Alternative Accreditation Plan (8 VAC 20-131-280.D)
- ☐ Approval of an Experimental Program (8 VAC 20-131-290.D)
- ☒ Approval of an Innovative Program (8 VAC 20-131-290.D)
- ☐ Approval of a Waiver of Other Provision(s) of the Standards (8 VAC 20-131-330) (Complete Pages 1 and 3 of the application only.)

SCHOOL(S) INVOLVED IN THE PROPOSED PROGRAM/ACTIVITY Randolph Henry High School (0460), Central Middle School (0210), Eureka Elementary School (0100), Bacon District Elementary School (0470), Phenix Elementary School (0110), and J. Murray Jeffress Elementary School (0450).

Date Approved by the Local School Board	Signature Chairman of the School Board
Submission Date	Signature Division Superintendent

SCHOOL DIVISION Charlotte County Public Schools (020)

TITLE OF PROGRAM/ACTIVITY CA$HE (**C**onnecting **A**ll **S**tudents to **H**igher **E**ducation)

IF THE PROPOSED PROGRAM IS EXPERIMENTAL OR INNOVATIVE, EXPLAIN HOW THIS IS SO AND PROVIDE A PROGRAM DESCRIPTION, INCLUDING THE TYPE OF PROGRAM, ITS PURPOSE, THE GRADES SERVED, DEMOGRAPHIC INFORMATION DESRIBING THE STUDENTS WHO WILL BE ATTENDING, THE RATIONALE FOR THE PROGRAM, THE PROGRAMS GOALS, EVALUATION PROCEDURES, AND OTHER RELEVANT INFORMATION.

Rationale for CASHE

Charlotte County Public Schools (CCPS) is a rural school division consisting of Randolph Henry High School (Grades 9-12), Central Middle School (Grades 6-8), Eureka Elementary School (Grades K-5), Bacon District Elementary School (Grades PK-5), Phenix Elementary School (Grades K-2), J. Murray Jeffress Elementary School (Grades 3-5) and the Early Learning Center (PK).

Of the 2,164 school-age children, 52% or 1,125 receive free or reduced price meals. Approximately 45% of the county's adults over age 25 do not have high school diplomas. Of those who graduated, only 49.7% pursued higher education; the state average is 71.9%. Only 7% of the population over age 25 have earned a baccalaureate degree or higher. (Population Reference Bureau, 2005)

CCPS is committed to increasing the number of graduating high school students who pursue post-secondary education. Based upon this concern and commitment, a focus group of administrators and teachers was established in the summer of 2008. This group identified the following areas of concern:

- Charlotte County is the 9th poorest county in Virginia; the poverty statistics for this region indicate 20% of the people live in poverty. In the age 5-17 group, 22.4% live in poverty. (Population Reference Bureau, 2005)
- Economic development is extremely limited. The tax base is extremely low and unable to support community recreational activities, medical services, or public transportation. The primary economic base has been tobacco, textiles, and timber production. The largest textile plant closed four years ago and tobacco and timber industries have declined. Therefore, in addition to educational mandates and needs, CCPS has, through necessity, implemented many programs to support the community, including daycare (before and after school and during the summer), summer lunch programs, mentoring programs, support for adult education, structured recreational activities for youth, and emergency shelters.
- Due to the lack of economic development and job opportunities, Charlotte County youth and their parents often do not have personal or community exposure to varying career opportunities or knowledge of the level of education required. As recent as four years ago, less than 50% of CCPS graduates pursued post-secondary education. Given a community culture that has not historically reinforced the relevance of post-secondary education, it is imperative that the school division expose all students, especially at the elementary and middle school level, to the college environment. CCPS

must fill this void by providing a formal, structured program providing all students (and their parents) with information and enrichment activities specific to career awareness and post-secondary educational opportunities as it relates to attaining 21st Century readiness skills and competing in the global economy. Over the past five years, more emphasis has been given to filling this void. As a result, in the 2008-09 school year, 80% of CCPS graduates pursued post-secondary education.

Program Goals

Due to Charlotte County's commitment to providing an early introduction to post-secondary academic and career opportunities, the CA$HE (**C**onnecting **A**ll **S**tudents to **H**igher **E**ducation) Program was developed and implemented in the 2008-09 school year. The desired outcome of CASHE is to provide informational and motivational programs and activities at all grade levels (Pre-K through 12) that will result in 100% of Randolph-Henry High School graduates entering post-secondary education. This includes traditional collegiate degree programs as well as vocational and occupational training.

At each grade level (PK-12), activities have been planned to expose all students to various types of higher education and career options. These activities are documented on the CA$HE Student Record card which is placed in each student's scholastic record. This record is used in career planning discussions, and incorporated into instructional activities with the students, individually and in groups.

Current tracking of graduates (as required in state reporting) will provide evaluation information for the CA$HE Program. In 2008-09, 79.8 % of Randolph-Henry High School students enrolled in post-secondary programs. This data will serve as a baseline for annual evaluation of the effectiveness of CA$HE.

The CA$HE activities include onsite visits in mid-August to the local community college (Southside Virginia Community College campuses) and Longwood University, as well as structured activities within the community and region throughout the school year. Prior to each visit, elementary teachers correlate age appropriate instructional activities with the agenda of the campus visit. The tentative schedule for August 2010 is as follows:

August 16-20: PK through Grade 4 from all elementary schools and the Early Learning Center

August 23: Grade 5 from all elementary schools

August 24-26: Grades 6-8 from Central Middle School

Each grade level (PK-5) will participate in age appropriate "CA$HE College for a Day" activities which include touring the facilities, including labs (academic and vocational), participating in simulated classes, interviewing college staff, and having lunch in the college cafe . At the middle school level, more specific tours and classroom experiences are provided based upon career assessment inventories. Students in grades 6, 7, and 8 are grouped according to career interests and the tours and activities are scheduled accordingly. For example, students interested in the health services will participate in classrooms settings of sciences, research health careers in the college library, and prepare a list of interview questions for professors and counselors. In addition, a tour of Longwood University is added at the 7th grade level. Students tour the campus of this four year university, participate in a presentation on student life with a follow-up question/answer session, and eat lunch in the college dining facility.

Throughout the school year, PK-8 students with specific career interests will be partnered with SVCC personnel and college students as career mentors/tutors/buddies. Many of these activities will be scheduled at the CCPS schools and may be done through a distance learning approach.

During high school, students are provided many opportunities to visit SVCC through dual enrollment as well as activities coordinated through high school clubs, classes, and the Gear Up Program (Gaining Early Awareness and Readiness for Undergraduate Programs**)**. Career and college fairs are scheduled at the middle and high school level, as well as visits to area colleges. Faculty and representatives from colleges schedule school visits to review career options and incorporate enrichment activities.

The CA$HE student record is used to document academic and career interests of the students at all grade levels. It provides additional information for the at-risk population, including anecdotal records at each grade level of career aspirations and corresponding educational requirements. The CA$HE information is used for IEP (Individualized Education Program) planning and preparation for all special education students. At the secondary level, it provides specific career goals for the Transition Plan for special education students.

This information is also valuable when developing Individual Student Alternative Education Plans (ISAEP) for students. Due to the current correlation of the SVCC and CCPS academic calendars, our alternative education students under ISAEP, participate in SVCC classes, including Orientation to College, Child Care, Auto Mechanics, Truck Driving, C.N.A certification, and Early Childhood Development. Internships are also scheduled with SVCC when appropriate.

Necessity of Opening Prior to Labor Day

CCPS has been opening prior to Labor Day for the past 5 years, qualifying under 22.1-79.1.B.1 (severe weather). During this time, the CCPS schedule has been closely aligned with that of Southside Virginia Community College, allowing our secondary students to fully participate in the following collaborative programs including: dual enrollment, GED (middle college), Pre-Engineering, and the Governor's School of Southside Virginia. CCPS has a large dual enrollment participation (42 %) with courses taught at our high school, online, and on the SVCC campuses. Virtual Virginia courses, as well as all the online courses offered by SVCC, are available to students as well. Charlotte County's Associate Degree Program was the first high school associates degree program established in the state of Virginia. This enables high school students to complete high school and associate degree requirements by the end of the senior year. We also currently have 67 Early College Scholars. Close alignment of the secondary schedule with the SVCC schedule is crucial to continuing multiple opportunities for Charlotte County students.

The high school CA$HE program also stipulates that all 9th grade students will meet with college representatives and/or the Career Coach (a position filled through SVCC). Multiple trips to SVCC are coordinated at the secondary level through the Randolph-Henry Guidance Department, as well as specific grant or instructional programs, such as Gear Up and club activities.

At the middle and elementary levels (including PK), this alignment of schedules is also crucial for continuation of the CA$HE program. CA$HE activities need to be scheduled prior to the Southside Virginia Community College and Longwood personnel beginning classes in late August and must be

completed prior to the end of the college calendars. Therefore, the CA$HE activities must be scheduled in mid-August, with follow-up site visits to college campuses scheduled later in the school year, no later than May 31st. Since we designate the first testing window for SOL testing at the elementary/middle school levels, scheduling of CA$HE visits and activities after early May but prior to May 31st is optimal for instruction. Aligning Charlotte County Public Schools' instructional calendar with college schedules provides maximal opportunities for CA$HE activities.

At all grade levels, including PreK, in all schools, we have many students from Longwood University, Liberty University, Old Dominion University (Distance Learning), and Southside Virginia Community College who are completing practicum experiences and/or student teaching. In addition, the Teacher Education Program at Longwood University maintains a Longwood Partnership site at Eureka Elementary School. During the fall semester, four days each week, Longwood students are at Eureka, half a day devoted to methodological preparation and half to working in classrooms with Charlotte County students. Having additional trained educators available is an invaluable resource. In all schools, student teachers and practicum students from the universities enhance CCPS student learning by incorporating the newest instructional strategies and research based methods and decreasing the student-teacher ratio. Eureka Elementary has outstanding SOL and NAEP scores and is currently a Blue Ribbon School nominee. The other elementary schools in Charlotte County scored above the state averages on SOL tests in Reading, Math, Science, and History. The middle and high schools scored above the state averages in all areas of the state assessment system.

Opening prior to Labor Day more closely coordinates with college schedules, making student teacher assignments easier and more meaningful for both the college and CCPS students. Being a poor, rural division, recruitment and retention of teachers is difficult. Having these programs onsite provides CCPS with a strong pool of candidates for teaching positions. During the past four years, 40% of teaching positions filled were former student teachers and/or practicum students. 92% remain employed. This retention is much higher than normal. The overall retention of teachers hired is 66%.

Evaluation Procedures

The following methods will be used to evaluate the CA$HE Program:

- CCPS will use data available through the Student Record Collection process through the Department of Education, including the Ontime Graduation Rate, AYP graduation data, and the CTE Annual Performance Report.

- Guidance logs and information extracted from the student data system for the 2008-09 school year will be used as a baseline for evaluation. The data for 2008-09 is:

Students attending 4 year colleges/universities:	33.9%
Students attending 2 year colleges:	40.8%
Students attending trade schools/programs:	5.1%
Students joining military:	4.5%
Students seeking employment:	12.1%
Undecided:	3.4%

- In addition, the high school guidance department and the Career Coach from SVCC did a follow up of graduates from 2007-08 and compared the numbers of students reporting enrollment to SVCC for 2008-09 to the actual SVCC enrollment records. 51% of students from the Class of 2008 reported their intent to attend a local, two year college. 64 students actually enrolled at SVCC for the 2008-2009 school year (fall and spring semesters combined). This represents 41.2% of the total graduates for that year. This process will continue as an additional evaluation measure.

A CA$HE Student Record card in each student's scholastic record will provide information on the extent of participation and specific interests generated. School personnel (administrators, teachers, and guidance) will review and assist with student career planning with students and parents. CA$HE will enhance and supplement the development of Academic and Career Plans as specified in § VAC 20-131-140.

Other Relevant Information

CCPS has opened prior to Labor Day for the past five years and has found it to be optimal instructionally. The first semester concludes prior to Winter Break; the second semester begins after students return. Gains in student achievement at all grade levels have been tied to this calendar option. Fall End of Course SOL testing is concluded prior to the holiday. The need for remediation and review after an extended break is eliminated. CCPS test scores continue to improve, meeting or exceeding NCLB and Accreditation standards consistently. For 2009-10, Charlotte County Public Schools was one of 21 divisions in which all schools and the division made AYP.

Cooperating with SVCC, CCPS has a very successful dual enrollment program. During the Fall 2009 semester, 294 students are enrolled in 28 dual enrollment classes. This is 42% of the student population at Randolph-Henry High School. Because CCPS has difficulty recruiting and retaining teachers with graduate degrees, SVCC often must provide staffing for dual enrollment courses offered on the Randolph-Henry High School campus. During the current year, we have three SVCC professors onsite. These instructors are obligated under the SVCC contract and calendar. Alignment of the college and CCPS instructional calendars (beginning in mid-August) is crucial; it maximizes instructional/classroom time at all grade levels and increases course offerings while reducing staffing costs for CCPS. As stated, the alignment is also critical to scheduling CASHE activities at the elementary and middle school levels. For 2009-2010, SVCC begins its fall session August 17 and concludes its spring session May 10. Longwood University begins its fall session August 21 and concludes its spring session May 3.

The CA$HE program supplements the new Standards of Accreditation requirement (**§ 8** VAC 20-131-140) for development of a personal Academic and Career Plan for 7th graders beginning 2010-11. The CA$HE student record card maintains information on each student, beginning in PK (or upon transfer into CCPS). CA$HE provides career planning at ALL grade levels, facilitating the formulation of the formal plan by 7th grade.

With limited funding and resources, in addition to the economic downturn affecting local and state budgets, the dual enrollment option is a great economic benefit to our students and to CCPS. Dual enrollment classes are offered free of charge to students (up to 6-8 credit hours per semester). Additional

credits/classes may be taken at a reduced tuition rate. Clearly, this provides opportunities for post-secondary education to families that otherwise, could not afford it.

CCPS also benefits economically from the alignment of the calendars. More dual enrollment classes may be offered using the SVCC staff, which saves tremendously on CCPS personnel costs. In fact, without this option of using SVCC staff, CCPS could not afford to offer many dual enrollment classes. Moreover, having the Longwood Partnership at Eureka Elementary provides an invaluable resource of additional educators in our elementary classrooms at no cost to the division.

Due to reductions in state and local funding, CCPS (composite index of .2289) is facing another year of challenging budget decisions. The Charlotte County Board of Supervisors barely funded the minimum requirement and has informed CCPS that level funding for the upcoming year is impossible. The locality has no ability to compensate for anticipated state budget cuts. Opening prior to Labor Day is essential in maintaining dual enrollment course offerings and CA$HE activities at the secondary level and coordinating the CA$HE Program at the elementary and middle school levels. Moreover, CCPS can only afford to maintain single bus routes transporting students (PK-12) to the Early Learning Center and the elementary, middle, and high schools. Therefore, all schools must adhere to the same school calendar.

DOES THE PROGRAM REQUIRE THAT SCHOOLS IN THE DIVISION OPEN PRIOR TO LABOR DAY?

☒ YES ☐ NO

IF YES, EXPLAIN WHY.

See "**Necessity of Opening Prior to Labor Day**" and "**Other Relevant Information**" above.

IF THE PROGRAM IS EXPERIMENTAL, INCLUDE INFORMATION THAT EXPLAINS WHY THERE IS REASON TO EXPECT THAT THE PROGRAM WILL BE SUCCESSFUL.

Last school year (2008-09) was the first year of implementing the CA$HE program. Administrators, teachers, students, and parents responded positively to its implementation. We also now have baseline data (from reports detailed above) on which to define success. We are confident that a continued focus on career and post-secondary options at all grade levels will be successful in increasing our post-secondary participation consistently. The CA$HE Student Record for each student will also assist with successful career and educational planning.

DESCRIBE THE ANTICIPATED OUTCOMES OF THE PROGRAM.

As stated above, the outcome for CASHE is to increase the number of high school graduates (with the ultimate goal of 100%) pursuing post-secondary education options, including colleges, universities, vocational and occupational training/licensure. In order to achieve this, it is imperative at every grade level to provide ongoing age appropriate educational enrichment activities targeting higher education and career exploration.

IF YOU ARE SEEKING A WAIVER OF A PROVISION OR PORVISIONS OF THE ACCREDITING STANDARDS, STATE THE PROVISION AND THE RATIONALE FOR SEEKING A WAIVER FOR EACH.

Not applicable.

DESCRIBE THE PROCEDURES THAT WILL BE USED TO EVALUATE THE EFFECTIVENESS OF THE WAIVER/PROGRAM/ACTIVITY. (include information that includes measurable goals, objectives, and student academic achievement that will be expected as a result of the implementation of the program/activity.)

See "**Program Goals**" and "**Evaluation Procedures**" in first section.

Number of students involved in the program 2,164 (2,064 in Grades K-12 & 100 in PreK)

What is the anticipated length of the program or duration of the waiver? ongoing

Questions should be directed to the Division of Policy and Communications at (804)225-2092, or by email to policydata@doe.virginia.gov. This application and supporting documentation must be sent to:

Division of Policy and Communications
Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

Southside Virginia Community College
John H. Daniel Campus

200 Daniel Road • Keysville, Virginia 23947 • 434-736-2000 • Fax: 434-736-2082 • TDD: 434-949-1092

December 18, 2009

Dr. Patricia L. Wright
Superintendent of Public Instruction
Virginia Department of Education
P. O. Box 2120
Richmond, VA 23218-2120

Dear Dr. Wright:

Southside Virginia Community College and Charlotte County Public Schools are community partners who collaborate on many different academic endeavors at all grade levels. During the Fall 2009 semester, Randolph-Henry High School had 294 students enrolled in 28 dual enrollment courses through SVCC, including the Governor's School of Southside Virginia and the Pre-Engineering Program. These dual enrollment classes are taught on the campuses of SVCC, as well as Randolph-Henry High School. Charlotte County Schools provides an opportunity, beginning in 9th grade, for students to enroll in dual enrollment classes and, upon successful completion of the program, receive an Associate Degree in Arts and Sciences from SVCC in addition to a high school diploma from Randolph-Henry High School. At the middle and elementary level, activities have been scheduled for implementation of the Charlotte County Public Schools CASHE (Connecting All Students to Higher Education) Program, which includes onsite activities at the John H. Daniel Campus of SVCC. These activities, scheduled in mid-August, are designed to introduce career and postsecondary educational opportunities. Each grade level has planned enrichment activities centered around college and career exploration and readiness. Students participate in tours of the campus, interviews with college personnel, and exposure to extracurricular opportunities.

Close alignment of the academic calendars of SVCC and Charlotte County Schools is crucial. Dual enrollment professors begin instruction in mid-August and end in mid-December which allows no delay or loss of instructional time in the college courses due to misaligned schedules. At the middle and elementary levels, the CASHE activities must be scheduled for mid-August before SVCC professors and personnel have begun classes and before the college students have arrived on campus. The John H. Daniel campus is presently at capacity and would have difficulty accommodating the Charlotte County students after college classes begin.

Therefore, I would like to convey my full support for Charlotte County Public Schools' request for a pre-Labor Day Opening Waiver.

Sincerely,

John J. Cavan
President

Board of Education Agenda Item

Item: G. **Date:** January 14, 2010

Topic: Final Review of Proposed Amendments to Virginia's Consolidated State Application Accountability Plan under the *No Child Left Behind Act of 2001*

Presenters: Mrs. Shelley Loving-Ryder, Assistant Superintendent for Student Assessment and School Improvement
Dr. Deborah Jonas, Executive Director of Research and Strategic Planning

Telephone Numbers: (804) 225-2102 (804) 225-2067 **E-Mail Addresses:** Shelley.Loving-Ryder@doe.virginia.gov Deborah.Jonas@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ___ Action requested at future meeting: _____

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
Date November 17, 2009
action first review of proposed amendments

Background Information:
The Elementary and Secondary Education Act (ESEA) as amended by the *No Child Left Behind Act of 2001* (NCLB) requires state educational agencies (SEA) to submit individual or consolidated state applications to the United States Department of Education (USED) for approval. In 2002, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application under NCLB. A major component of the consolidated application is Virginia's Consolidated State Application Accountability Workbook. Virginia received USED approval for its accountability workbook in June 2003. Additional amendments have been made to Virginia's workbook each year since then. The policies and procedures that were used to determine Adequate Yearly Progress (AYP) ratings for the 2009-2010 school year based on 2008-2009 assessment results are described in the most recent amended workbook dated May 2009.

USED has advised states that they must submit an amendment for revisions to the graduation rate definition and supporting evidence as required under 34 C.F.R. § 200.19(b)(6)(i)-(iv) as amended in October 2008, as well as any other amendment requests by January 15, 2010. Additionally, USED has

informed states that the graduation rate and supporting evidence will be peer reviewed by a panel of outside experts in February 2010.

Summary of Major Elements

Revisions are being proposed to several critical elements in the Consolidated State Application Accountability Plan. The statutory authority that permits states to request, and the U. S. Secretary of Education to approve, waivers to requirements in NCLB is found in Section 9401 of the federal law:

> "SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.
> (a) IN GENERAL – Except as provided in subsection (c), the Secretary may waive any statutory agency, Indian tribe, or school through a local educational agency, that –
> (1) receives funds under a program authorized by this act; and
> (2) requests a waiver under subsection (b)."

Virginia's proposed amendments fall under five areas: 1) calculating Adequate Yearly Progress (AYP) targets; 2) extending flexibility in AYP calculations for students with disabilities (SWD); 3) identifying Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students; 4) adjusting the requirements for AMAO 1, making progress, and AMAO 2, proficiency for LEP students; and 5) setting and reporting graduation rates and targets for continuous improvement. Attachment A describes each proposed amendment and the rationale for the proposed request.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed amendments to the Virginia Consolidated State Application Accountability Plan so that they can be submitted to USED by the January 15, 2010, deadline.

Impact on Resources:

The provisions of the ESEA require the Department of Education to collect and analyze data related to determining Adequate Yearly Progress (AYP) for all schools and school divisions in the state as well as to collect and report additional data on English language proficiency for LEP students. These requirements will continue to have an impact on the agency's resources.

Timetable for Further Review/Action:

Upon approval by the Board of Education the amendments will be submitted to USED.

Attachment A

Proposed Amendments to Virginia's Consolidated State Application Accountability Plan as Required by the *No Child Left Behind Act of 2001* (NCLB*)*

January 14, 2010

NCLB Statutory Authority for Amendment Requests:

"SEC. 9401. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.
(b) IN GENERAL – Except as provided in subsection (c), the Secretary may waive any statutory agency, Indian tribe, or school through a local educational agency, that –
(1) receives funds under a program authorized by this act; and
(2) requests a waiver under subsection (b)."

1. Calculating Adequate Yearly Progress (AYP) Targets (Critical Element 3.2b)

Request: As allowable under Title I regulations issued November 26, 2002, annual measurable objectives can be reevaluated and adjusted periodically. Virginia will revise the annual proficiency targets (annual measurable objectives) for reading and mathematics to hold the targets at 81 percent for reading and 79 percent for mathematics for Adequate Yearly Progress (AYP) calculations for the 2010-2011 school year based on assessments administered in 2009-2010. However, in order to make AYP without safe harbor for the 2010-2011 school year based on assessments administered in 2009-2010, the pass rates for state, divisions, and schools would have to exceed the 2008-2009 targets of 81 percent for reading and 79 percent for mathematics. For example, a school with a pass rate of 81.1 percent for reading would meet the target for reading while a school with a pass rate of 81 percent would not. Targets for assessments administered in 2010-2011 through 2013-2014 will be set at a later date. The chart below reflects the revised AYP targets.

Revised NCLB AYP Targets (Annual Measurable Objectives)

Year of Test Administration	Reading			Mathematics		
	%Prof Current	%Prof Revised		%Prof Current	%Prof Revised	
2001-02	60.7	60.7		58.4	58.4	
2002-03	61	61		59	59	
2003-04	61	61		59	59	
2004-05	65	65		63	63	
2005-06	69	69		67	67	
2006-07	73	73		71	71	
2007-08	77	77		75	75	
2008-09	81	81		79	79	
2009-10	85	**81***		83	**79***	
2010-11	89	**TBD**		87	**TBD**	
2011-12	93	**TBD**		91	**TBD**	
2012-13	97	**TBD**		95	**TBD**	
2013-14	100	**TBD**		100	**TBD**	

*School divisions and the state that exceed the established target will be considered to have made AYP.

Rationale: Virginia recently adopted revised content standards in the area of mathematics and reading. Once new tests measuring the revised standards for reading and mathematics are implemented, in 2011-2012 for mathematics and in 2012-2013 for reading, Virginia plans to submit amendments to the accountability workbook to reflect the use of an index model to more accurately reflect student growth. Until the new tests are implemented and the necessary data to implement an index model using them are available, Virginia is proposing to hold the AYP targets at the 2008-2009 level, but only allow those schools and divisions that have made progress beyond the 2008-2009 targets to make AYP. These targets of 81 percent in reading and 79 percent in mathematics already exceed the state accreditation targets in both of these subject areas.

2. Assessing Students with Disabilities – Use of Two Percent Proxy (Critical Element 5.3)

Request: Virginia will continue to implement the United State's Secretary of Education's Transition Option Number 1 (2 percent proxy) for the inclusion of students with disabilities in the calculation of Adequate Yearly Progress (AYP) for the 2010-2011 school year, based on assessments administered to those students during the 2009-2010 school year. Option Number 1 permits states to make a mathematical adjustment to the proficiency rate for the students with disabilities subgroup in schools or divisions that failed to make AYP based solely on the scores of students in that subgroup. The proxy will be calculated in accordance with guidance disseminated by USED on May 10, 2005.

Rationale: In past years The U.S. Secretary of Education has allowed the use of a proxy for students with disabilities for states that are working toward developing modified achievement standards if certain eligibility conditions are met. Virginia meets the eligibility requirements as follows: 1) the statewide assessment participation rate for students with disabilities for the purpose of measuring AYP is 95 percent; 2) Virginia is in compliance with the Individuals with Disabilities Education Act (IDEA); 3) appropriate accommodations on statewide assessments are available for students with disabilities; 4) targeted and successful statewide technical assistance efforts are being implemented to improve students' achievement for students with disabilities; 5) Virginia's assessment system has received a rating of "Approval with Recommendations"; and 6) Virginia is making substantial progress in developing an alternate assessment based on modified achievement standards. Therefore, Virginia is requesting a continuation of the use of the proxy for certain students with disabilities under this extension.

3. Annual Measurable Achievement Objectives for Limited English Proficient (LEP) students (Consolidated State Application September 1, 2003 Submission)

Request: Virginia will set the Annual Measurable Achievement Objective (AMAO) for English language proficiency as 15 percent for the 2009-2010 school year. Virginia requests a waiver from setting the AMAO for progress until the state has data from two administrations of the statewide English Language Proficiency (ELP) assessment, Assessing Comprehension and Communication in English State by State (ACCESS) for English Language Learners (ELLs).

Rationale: In September 2007, the Virginia Board of Education approved the ACCESS for ELLs as the statewide ELP assessment to meet the requirement in Section 1111(b)(7) of the *No Child Left Behind Act of 2001(NCLB)* for implementation in the 2008-2009 school year.

Prior to the 2008-2009 school year, the Stanford English Language Proficiency (SELP) assessment or a locally developed and/or selected ELP assessment were the Board-approved ELP assessments administered in the state. The change in the statewide ELP assessments has presented a need to analyze the data and set new AMAOs.

The methodology outlined in the Wisconsin Center for Education Research (WCER) Working Paper No. 2008-2, Issues in the Development of Annual Measurable Achievement Objectives for WIDA Consortium States, as well as the data from the 2008-2009 administration of ACCESS for ELLs, were used to set the proposed AMAO for proficiency. Working Paper No. 2008-2 recommends that states determine the starting point for the AMAO for proficiency at the 20th percentile. Although 2008-2009 is the first year of implementation of the ACCESS for ELLs, the AMAO for proficiency was set at 15 percent, or the 50th percentile, to account for 6 years of implementation of statewide ELP assessments and standards. The 15 percent target represents the number of ELLs that were reported as proficient out of the total number of ELLs for the 2008-2009 school year. The proficiency calculation will be made based on the total number of ELLs as is required by the Federal Register Notice of Final Title III Interpretations, November 17, 2008. Previously USED allowed Virginia to report the number of proficient ELL students out of the number of ELLs who were on monitor status. Students on monitor status are close to achieving English Language proficiency but their progress is being monitored for one to two years.

The United States Department of Education (USED) granted Virginia a waiver from calculating progress for the 2008-2009 school year since data were not available from two administrations of the ACCESS for ELLs. Virginia is requesting a waiver from setting the AMAO for progress for the 2009-2010 school year until data from two administrations of the ACCESS for ELLs are available. AMAO targets for future years will be proposed once data are analyzed.

Annual Measurable Achievement Objectives (AMAOs) for Limited English Proficient (LEP) Students Expressed as Percents		
School Year	**Percent of All LEP Students Making Progress**	**Percent of All LEP Students Attaining English Language Proficiency**
2009-2010	Waiver Requested	15
2010-2011	TBD	TBD
2011-2012	TBD	TBD
2012-2013	TBD	TBD
2013-2014	TBD	TBD

4. Adjusting the Requirements for AMAO 1, Making Progress, for LEP students and AMAO 2, Proficiency for LEP students, (Consolidated State Application September 1, 2003 Submission)

Request: Adjust the requirements for AMAO 1, making progress in learning English for LEP students, and for AMAO 2, proficiency in learning English for LEP students, to represent only the student assessment results on the ACCESS for ELLs. Prior to the release of the USED Notice of Final Title III Interpretation, November 18, 2008, Virginia was approved to allow

school divisions to report LEP student progress and proficiency as measured by a body of evidence that included the state-approved English Language Proficiency (ELP) assessment results as well as other evidence. The Notice of Final Title III Interpretation requires that states allowing a body of evidence ensure that the additional measures included in the body of evidence met certain psychometric requirements.

Rationale: The USED Final Title III Interpretation, November 18, 2008, requires states to demonstrate that all of the assessments used to measure English language proficiency meaningfully measure student progress and proficiency in each language domain and, overall, are valid and reliable measures of student progress and proficiency in English. The ACCESS for ELLs meets the above described criteria whereas the additional measures of English language proficiency allowed through a body of evidence do not meet the above described criteria.

5. Reporting graduation rates, section 1111(h) of ESEA updated to comply with § 200.19 of federal regulations issued in October 2008.

Request: Virginia will report the federally prescribed cohort graduation rates for students who graduate in four, five, and six years in accordance with the formula prescribed in federal regulations issued on October 29, 2008. The federal graduation indicators defined in regulation are based on cohorts of students adjusted for students who transfer in, transfer out, or are deceased; the regulations do not permit states to adjust for certain students such as English language learners and students with disabilities who may require more time to graduate. Virginia will prepare reports that provide the information prescribed in the final regulations and information on the number of cohort students (for the state, school divisions, and schools, by subgroup) who: are still enrolled in school; earn alternative completion credentials; drop out; or are on long-term leave of absence. Similar reports that rely on the state definition of an adjusted cohort may be found at:
http://www.doe.virginia.gov/VDOE/src/ontime_grad_rate.shtml.

To be consistent with the longitudinal student tracking required for the cohort graduation rate, Virginia will define LEP students based on their status from the first time they enter the cohort. Students who meet the federal definition of limited English proficiency for purposes of state, division, and school accountability at any time since first entering a federally defined cohort will be included in longitudinal cohort graduation rate reported to meet federal requirements.

Virginia will include in the federal cohort graduation rate indicator all diplomas that require a minimum number of prescribed courses that are aligned with state content standards (the Standards of Learning) and require students to participate in and pass state-approved assessments. Currently, this would exclude from the reported rate the Virginia Board of Education-approved Special Diploma, the General Achievement Diploma (GAD) and other recognized completion credentials including the General Educational Development Certificate (GED) and the locally awarded Certificate of Program Completion.

Virginia will include summer graduates in the federal graduation rate. Data for summer graduates are not available at the time of AYP determinations. As such, the data reported in any given year will be based on the previous year's graduates. Report cards will be updated when the data become available.

Rationale: In October 2008, the US Department of Education issued final amended regulations governing programs administered under Part A of Title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended. ESEA as amended requires states to report graduation rates for public secondary school students. Federal regulations as amended in October 2008 prescribe the method for calculating a cohort graduation rate. Final regulations do not permit students to have their cohort adjusted, and require that data be disaggregated by subgroups.

Beginning with the 2004-2005 school year, Virginia's statewide longitudinal data system included unique identifiers for all students who were enrolled in Virginia public schools. Using data from this system, Virginia is able to calculate a four-year adjusted cohort graduation rate consistent with those prescribed in federal regulations at the school, school division, and state level, disaggregated by subgroup, beginning with the graduating class of 2008. We propose to amend the accountability workbook to report graduation rates consistent with the adjusted cohort graduation rate prescribed in the amended regulations. The rate will include all diplomas that require a minimum number of prescribed courses that are aligned with state content standards (the Standards of Learning) and that require students to participate in and pass state-approved assessments to graduate.

We propose to amend the accountability workbook such that for purposes of reporting graduation rates, English language learners who meet the federal definition of limited English proficient (LEP) at any time since first entering the adjusted cohort will be included in the LEP student subgroup. This would include all students identified as LEP for calculating the pass rates for federal accountability, *and* students who were identified as LEP at anytime since first entering ninth grade or otherwise transferring into the adjusted cohort. Virginia's educators are committed to educating all students. Students who were identified as LEP in the early years of high school but are no longer part of the LEP subgroup when they graduate have benefitted from the instruction that our schools provide; the reporting should reflect our schools' and students' commitment and success.

Data required to calculate the federal graduation rate are not available at the time of determining adequate yearly progress and updating school report cards. Therefore, we will include the prior years' graduation rate on report cards issued in the summer, and update report cards when final data become available.

6. Annual Measurable Objectives for Graduation Rate (Critical Element 3.2b) and Targets for Continuous and Substantial Improvement (§200.19 (b)(3)(i).)

Request: To provide consistency for Virginia's high schools, and consistent with Section 9401 of the Elementary and Secondary Education Act, Virginia requests waivers from certain provisions of CFR §200.19 and requests that for purposes of making AYP determinations, the Commonwealth be approved to use the Graduation and Completion Index (GCI) as adopted into state regulation by the Virginia Board of Education as the other academic indicator for schools with a graduating class. In adopting the GCI requirement as part of the regulations governing state school accreditation, the state Board required schools to earn a GCI of 85 or higher to be fully accredited. This benchmark is proposed as the statewide goal consistent with §200.19 (b)(3)(i).

Virginia proposes to establish targets for continuous and substantial improvements toward meeting the statewide goal of 85 by applying a calculation that requires schools to increase their index by a percent reduction in their non-completer rate.[1] The following calculations will be applied to the index to determine whether the state, school divisions, schools, and subgroups that do not meet the statewide goal of 85 have made continuous and substantial improvement:

State, division, school, or subgroup index score	Methodology for determining target for substantial and continuous improvement
75 ≤ Index < 85	Target = ((100-last year's index)*0.05) + last year's index
Index < 75	Target = ((100-last year's index)*0.10) + last year's index

For purposes of calculating AYP for the LEP subgroup, we propose to apply a definition of LEP students that is consistent with the longitudinal nature of the accountability measure. English language learners who meet the federal definition of LEP at anytime since first entering the adjusted cohort will be included in the LEP student subgroup for purposes of accountability. This would include all students identified as LEP for calculating the pass rates for federal accountability, *and* students who were identified as LEP at anytime since first entering ninth grade or otherwise transferring into the adjusted cohort. Virginia's educators are committed to educating all students. Students who were identified as LEP in the early years of high school but are no longer part of the LEP subgroup when they graduate have benefitted from the instruction that our schools provide; our accountability system should reflect their commitment and successes.

Because the complete data on student graduation and completion rates, including summer graduates, are not available until after adequate yearly progress determinations are announced each year, Virginia will calculate adequate yearly progress based on the previous year's graduation and completion index. This will permit the calculations to be available in time to make AYP determinations before the beginning of the school year.

Rationale:

AYP Determinations

In 2009, the Virginia Board of Education adopted a regulatory requirement that requires all schools with a graduating class to meet a minimum pass rate on end-of-course assessments *and* a minimum index score on a prescribed graduation and completion index to be fully accredited under the state's accountability system. The Board-approved GCI results in a weighted percentage of students who graduate from high school with a Board of Education-approved diploma or who earn alternative completion credentials from each high school. Under the state accountability system, all schools with a graduating class will be held accountable for meeting or exceeding a GCI of 85 beginning with the graduating class of 2011.

The GCI is calculated by following each cohort of students for four or more years, starting with the year that students first enter ninth grade or when students first transfer into the cohort.

[1] The non-completer rate will be defined based on the weighted formula used to calculate the index. It will be the inverse of the index score.

Consistent with federal regulations permitting accountability measures to include the four-year and extended graduation rates, the GCI cohort includes students who graduate in four years and students who require more time to graduate from high school. The index results in a weighted percentage based on the following points awarded according to student status:

- Graduate with a diploma – 100 points in the graduation year
- Earn a GED certificate – 75 points
- Remain in school beyond expected cohort graduation year – 70 points
- Earn a certificate of completion – 25 points

Use of the GCI offers schools incentives to continue to support students who require more than four years to graduate by giving them points for students who stay in school beyond their four-year (or "expected") graduation year, and by giving schools full credit when such students earn diplomas. This aspect of the policy is consistent with recent research showing that late graduates fare better in many aspects of life than GED earners or dropouts, including employment outcomes, involvement in civic life, and commitment to healthy lifestyles (Hull, 2009). The index also incorporates the alternative completion credentials recognized in Virginia, the GED certificate and the Certificate of Program Completion, but gives them less weight than a high school diploma—substantially less weight than the minimum index of 85 that is required for full accreditation. Including alternative credentials in an accountability system is consistent with research showing that compared to students who drop out, students who earn alternative completion credentials have better short- and long- term employment outcomes (Kienzi & Kena, 2006; Boesel, Alsalam, & Smith, 1998).

Defining the LEP subgroup as it relates to accountability for high school graduation

Virginia is proposing to include students who enter high school as English language learners but leave high school without this designation in the LEP subgroup for making AYP determinations. Currently, all of Virginia's subgroups established for federal accountability are based on the students' most recent status. That is, students are included in the subgroup if they are identified in the group at the end of the reporting period. However, English language learners are dynamic; students move in and out of the subgroup school based on instructional need. Schools should be recognized for successfully transitioning students out of LEP status and supporting persistence to graduation. Therefore, we propose to include in the LEP subgroup all students defined as part of the status group *and* students who were identified as being LEP students at anytime since they first entered the cohort.

Virginia data will lag by one year

Because the complete data on student graduation and completion rates, including summer graduates, are not available until after AYP determinations are made, Virginia will calculate AYP based on the previous year's GCI. This will permit the calculations to be available in time to make AYP determinations before the beginning of the school year

References

Boesel, D., Alsalam, N. & Smith, T.M. (1998). *Research synthesis: Educational and labor market performance of GED recipients.* Washington, D.C.: U.S. Department of Education.

Hull, J. (2009). Better late than never? Examining late high school graduates. Center for Public Education. Retreived May 6, 2009. (http://www.centerforpubliceducation.org/site/c.kjJXJ5MPIwE/b.4950685/k.B12B/Better_late_than_never__Examining_late_high_school_graduates.htm).

Kienzi, G. & Kena, G. (2006). *Issue brief: Economic outcomes of high school completers and noncompleters 8 years later. U.S. Department of Education, NCES 2007-019.* Washington, D.C. National Center for Education Statistics, U.S. Department of Education.

Board of Education Agenda Item

Item: H. **Date:** January 14, 2010

Topic: Final Review of Proposed Revised *English Standards of Learning*

Presenter: Ms. Tracy Fair Robertson, English Coordinator

Telephone Number: (804) 371-7585 **E-Mail Address:** Tracy.Robertson@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting __Action requested at future meeting:

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
Date January 15, 2009
Action Board of Education approved the timeline to proceed with the review process.

Date October 22, 2009
Action Board of Education accepted the Proposed Revised *English Standards of Learning* for first review.
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Background Information:
The Standards of Learning for English were developed in 1995 and revised in 2002. The *Standards of Quality* require the Board of Education to review the Standards of Learning on a regular schedule. The *English Standards of Learning* are scheduled for review in 2010. As a result, on January 15, 2009, the Board approved a plan to review these standards. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised *English Standards of Learning* for the Board's first review:

- Received online comments from stakeholders, including teachers, parents, and administrators;
- Met with a teacher review committee on July 14 and 15, 2009, that consisted of recommended individuals solicited from school divisions to review the public comment and consider recommendations and reports from Achieve, The College Board, ACT, as well as the National Association of Teachers of English (NCTE), the International Reading Association (IRA) Standards, the American Association of School Librarians (AASL) Standards for the 21st Century Learner, and the NCTE 21st Century Skills Map;
- Solicited a postsecondary review committee comprised of English and English education faculty and met with the review committee on August 5, 2009;
- Solicited business leaders' comments; and
- Developed a draft of the proposed revised *English Standards of Learning*.

On October 22, 2009, the Virginia Board of Education accepted the proposed revised *English Standards of Learning* for first review. The Board held two public hearings on November 30, 2009, and three public hearings on December 1, 2009, to solicit comments on the proposed revised *English Standards of Learning.* The hearings were held at Linkhorne Middle School, Lynchburg City; Fort Chiswell High School, Wythe County; James River High School, Chesterfield County; Robinson Secondary School, Fairfax County; and Princess Anne High School, Virginia Beach City. Three speakers addressed the proposed revised *English Standards of Learning*. In addition to the comments received at the public hearings, 51 comments were received online.

A detailed review of public comments is contained in Attachment A. Letters containing analyses from Achieve, The College Board, and ACT completed during the alignment studies on the 2002 *English Standards of Learning* are also contained in Attachment A. The proposed revised *English Standards of Learning* in Attachment B contain changes made as a result of public comment. These changes are indicated by double underlines and strikethroughs.

Summary of Major Elements:
The attached draft of the proposed revised *English Standards of Learning* (Attachment B) consists of the following elements:

Introduction
The *English Standards of Learning* identify academic content for essential components of the English curriculum at different grade levels for Virginia's public schools. Standards are identified for kindergarten through grade twelve. Throughout a student's academic career from kindergarten through grade twelve, specific content strands are included. The Standards of Learning for each strand progress in complexity at each grade level.

Organization
The goals of the *English Standards of Learning* are to teach students to read and to prepare students to participate in society as literate citizens, equipped with the ability

to communicate effectively in their communities, in the workplace, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies. Standards for kindergarten through third grade are organized in three related strands: Oral Language, Reading, and Writing. Standards for fourth through twelfth grades are organized in four related strands: Communication: Speaking, Listening, and Media Literacy; Reading; Writing; and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a comprehensive instructional program and document a progression of expected achievement in each of the strands. This organization of standards also reflects the gradual progression in the development of skills.

Standards

The *English Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12. The standards are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

Summary of the Proposed Revised *English Standards of Learning*

The major elements of the attached proposed revised *English Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;
- Emphasis on vertical alignment in grades 4-12;
- Addition of the media literacy content in the communication strand;
- Addition of the research strand beginning in grade four;
- Addition of the specific vocabulary standards in high school; and
- Addition of skills such as ethical behavior in gathering and using information, and the analysis and synthesis of information to solve problems.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept for final review the proposed revised *English Standards of Learning*.

Impact on Resources:

This responsibility can be absorbed by the agency’s existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:
Upon approval of the *English Standards of Learning*, the Department of Education will post the document on the Department's Standards of Learning Web site.

Summary of Online Comments
K-12 *English Standards of Learning*

On October 22, 2009, the Virginia Board of Education accepted for first review the proposed revised *English Standards of Learning*. The Board held two public hearings on November 30, 2009, and three public hearings on December 1, 2009, to solicit comments on the proposed revised *English Standards of Learning.* The hearings were held at Linkhorne Middle School, Lynchburg City; Fort Chiswell High School, Wythe County; James River High School, Chesterfield County; Robinson Secondary School, Fairfax County; and Princess Anne High School, Virginia Beach City. In addition to the comments received at the public hearings, 51 comments were received online.
No comments were received via fax or U.S. mail.

The number of comments received is listed by grade span below:

Grade Span	Number of Comments
K-5	30
6-8	7
9-12	7
General	7

Groups submitting online comments included:
• Hanover County Public Schools English Curriculum Development Team
• Fairfax County Public Schools English teachers
• Radford City Public Schools teachers
• Mathews County Public Schools Vertical English Team
• Suffolk City Public Schools English teachers
• Lynchburg City Public Schools
• Virginia Conference on English Education

Comments for elementary grades (K-5) *English Standards of Learning* included:

- The proposed revised *English Standards of Learning* have a greatly improved vertical articulation between elementary, middle grades and high school.
- Overall comments were positive about the addition of a research strand to elementary grades.
- There were some conflicting comments about the emphasis put on technology.
- There was concern that the reading strategies mentioned in the Standards should be elaborated in the Curriculum Framework.
- Several comments requested a list of common roots and affixes.

Comments for the middle grades (6-8) *English Standards of Learning* included:

- The comments reflected support for the addition of technology skills.
- There were several comments in support of the separation of nonfiction and all types of fiction.
- Comments asked for the addition of "reading" to 6.4f.
- One group requested that poetry writing be added to middle and high school.
- Several comments were made noting that "multiple streams of information" mentioned in 8.3 was too difficult for eighth-grade students.
- There were several requests to remove sentence diagramming from the Standards.
- Supportive comments were received concerning the strengthening of the writing strand.
- There were requests to provide a list of common affixes and roots in the Curriculum Framework.

Comments for the high school courses (9-12) *English Standards of Learning* included:

- Several comments recommended the term "standard English" replace "grammatically correct."
- Comments were received supporting the high school vocabulary standards.
- Several comments were supportive of changing the Oral Language Strand to Communication.
- One group requested the addition of writing poetic discourse.
- Comments were supportive of the addition of the media literacy standards.

The following letters from Achieve, The College Board, and ACT provide analyses of the rigor of Virginia's *English Standards of Learning* in preparing high school students for success in college and careers. Suggestions and recommendations that enhanced the Standards have been incorporated into the proposed revised *English Standards of Learning.*

Attachment A

BOARD OF DIRECTORS

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February 5, 2009

Superintendent Patricia Wright
Virginia Department of Education
James Monroe Building
101 N. 14th Street
Richmond, VA 23219

Dear Dr. Wright:

Achieve has completed the final Quality Review of the alignment of Virginia's proposed revised *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project (September 2008).* The primary purpose of this review is to ensure that the state's academic standards for exiting high school align with the expectations for success in college and career. The American Diploma Project (ADP) Benchmarks to which these Virginia standards were compared represent the knowledge and skills required for successful entry into credit-bearing college courses and quality jobs. A secondary purpose of this review is to ensure that the Virginia standards meet the criteria of high quality standards that include rigor, coherence, focus, specificity, clarity/accessibility, and measurability.

The proposed revised *Virginia English Standards of Learning Curriculum Framework* presents student learning expectations that are intellectually demanding and well aligned with the ADP Benchmarks. If Virginia students master the state standards, they will likely be prepared for both college and career success.

Summary of Findings

- *The proposed revised Virginia English Standards of Learning Curriculum Framework is well aligned to the ADP Benchmarks.* The ADP content in all areas, including Language, Communication, Writing, Research, Logic, Informational Text, Media, and Literature, is addressed by Virginia's expectations.

- *Virginia joins 13 states that have completed the alignment process and emerged with a similar Common Core of college- and career-ready standards*. Although a well-prepared high school graduate will have mastered all of the knowledge and skills found in the ADP

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www.achieve.org

Benchmarks, Achieve has identified a critical subset, which is present in the standards of 13 other states that have completed the alignment process.[1] The *Virginia English Standards of Learning Curriculum Framework*, this latest draft of Virginia's standards, includes all of these English Common Core benchmarks.

- *While this draft is aligned to the content of the ADP Benchmarks, Virginia should consider making further revisions in the structure and organization of the English Standards of Learning Curriculum Framework that are needed to improve the overall focus and coherence of the standards.* As the state embarks on a full revision of the *Virginia English Standards of Learning Curriculum Framework*, it will be important to consider the recommendations provided by Achieve reviewers in Quality Review I as well as within this report. The state should consider clarifying the focus of Virginia's document; the progression across grade levels; and the connections among the Standards for Learning, the Essential Knowledge, Skills, and Processes (EKSP) and the Understanding the Standard (Teacher Notes) sections of the document.

In conclusion, with these proposed revisions to the *Virginia English Standards of Learning Curriculum Framework*, the state has taken a step to better prepare young people for success in postsecondary education and in their careers. My Achieve colleagues and I look forward to continuing to support your efforts to ensure that Virginia's students are prepared for the real-world demands they will face upon graduation.

Regards,

Laura M. Slover

Laura Slover
Vice President for Content & Policy Research,
Achieve

LMS:ms

Enclosure

cc: Dr. Thomas Morris
Secretary of Education, Commonwealth of Virginia

[1] *Out of Many, One: Toward Rigorous Common Core Standards from the Ground Up*, Achieve, July 2008, available online at http://www.achieve.org/node/1019

Virginia Achieve Quality Review II
Detailed Comments from English Language Arts Review Panel
Enclosure

In this final Quality Review, Achieve focuses primarily on how the proposed revisions to the Virginia *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project (September 2008)* align with the Achieve American Diploma Project (ADP) English Benchmarks. In addition to their rigor, Achieve also considered how the proposed standards meet its other criteria for quality standards including focus, coherence, specificity, clarity/accessibility, and measurability.

Documents Reviewed

For this analysis, Achieve reviewers considered the updated framework, *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project* that is dated September 25, 2008. The Achieve reviewers also considered the July 24, 2007 Quality Review I of an earlier draft version of the *English Standards of Learning Curriculum Framework.*

Prior Recommendations from Quality Review I

In Quality Review I, Achieve reviewers regarded the framework as partially aligned with the ADP English Benchmarks. Alignment in the areas of writing, research, and literature was found to be strong while alignment in the areas of language, logic, and media was found to be relatively weak. The Achieve Quality Review I also raised some issues about the focus of Virginia's document; the progression across grade levels; and the connections among the Standards for Learning, the Essential Knowledge, Skills, and Processes (EKSP) and the Understanding the Standard (Teacher Notes) sections of the document.

Review Panel Findings

- **The proposed revised *Virginia English Standards of Learning Curriculum Framework* is well aligned to the ADP Benchmarks.**

To facilitate this Quality II review, the Virginia team provided Achieve with an updated draft of the side-by-side comparison of the ADP Benchmarks and Virginia standards and an updated draft of the curriculum framework, both clearly indicating that the Virginia team made changes to align fully with the ADP Benchmarks. Each of the ADP benchmarks to which the Virginia standards were not fully aligned is now addressed in the Virginia curriculum framework. These proposed revisions respond to the gaps identified by Achieve in the earlier review.

In the area of language, these changes are particularly effective. Many of the state's additions strengthen the high school expectations in such a way as to ensure that students will be able to understand and use language in different contexts and for varied purposes. For example, Virginia has added statements in grades 6 through 12 that will ensure that students are expected to use reference sources effectively, to analyze word affixes to learn new words, and to

understand idioms and allusions, all of which are expectations included in the ADP English Benchmarks.

In a number of areas, Virginia has added ADP content in such a way that the statements add depth or breadth to the Virginia statements. For example, the inclusion of ADP F4 (Distinguish between a summary and a critique) adds a relevant and important expectation to statement 10.3 (The student will read, comprehend, and critique literary works). The inclusion of ADP F5 (Interpret and use information in maps, charts, graphs, time lines, tables and diagrams) and ADP F10 (Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement in text and explain their effect on the reader) under 10.4 (The student will read and interpret informational materials) are logical and add important elements to this Virginia expectation. Similarly, the inclusion of ADP E9 (Construct arguments…) under 11.7 (The student will write in a variety of forms, with an emphasis on persuasion) is logical and adds specificity to this Virginia statement.

- **Virginia joins 13 other states that have completed the alignment process and emerged with a similar Common Core of college- and career-ready standards that align with a critical subset of the ADP English Benchmarks.**

Achieve content experts have identified within the ADP Benchmarks a core subset of essential understandings that states must include in their standards if they are to address critical gaps and ensure that their graduates are well prepared for college and careers. Although a well-prepared high school graduate will have mastered all of the knowledge and skills found in the ADP Benchmarks, the "ADP Core" contained within the Benchmarks represents a vital subset that has emerged from the alignment process in 13 states in English. In the latest draft of its standards, Virginia has included all of these English Common Core benchmarks.

- **While this draft is well aligned to the content of the ADP Benchmarks, Virginia should consider the further revisions in the structure and organization of the English Standards of Learning Curriculum Framework that are needed in order to improve the overall focus and coherence of the state's standards.**

In the Quality Review I report, in addition to providing information on specific areas of alignment/non-alignment with the ADP statements, Achieve made a number of recommendations and advised the state to:

- consider the organization of statements;
- include a statement on the cumulative nature of the standards;
- review the progression of expectations across grade levels;
- provide a sample reading list or guidelines for text complexity;
- use a format that more clearly focuses on desired student outcomes and eliminates any confusion or lack of connection between the standard, the notes on Understanding the Standard, the Essential Understanding statements, and the Essential Knowledge, Skills, and Processes statements; and
- add a glossary or short examples to clarify technical terms.

In addition to these prior recommendations, this present draft suggests more revisions are needed. In some cases, the content from the ADP Benchmarks is now included under inappropriate headings. For example, Virginia's Standard 9.2 states, "The students will make planned oral presentations." Bullets a through f previously listed criteria for an effective oral presentation (such as including details, examples, using correct language). Now Virginia has also added ADP B1 (Give and follow spoken instructions to perform specific tasks, to answer questions or to solve problems) and B2 (Summarize information presented orally by others) within this list of lettered bullets. These are not criteria for an effective oral presentation so it is unclear how they relate to making a "planned oral presentation." In this same standard on oral presentations, the state has added 9.2.A "The student will evaluate the aural, visual and written images." It is unclear exactly how this relates as a sub-category of the strand on "Oral Language" and Standard 9.2 (The student will make planned oral presentations).

Other examples of the addition of ADP content into the Virginia standards in a way that does not present a seamless set of expectations include the following.

- The state has added ADP E1 (Distinguish among facts and opinions, evidence and inferences.) under Virginia statement 10.3 (The student will read, comprehend, and critique literary works). E1 was written to address a skill students would demonstrate with nonfiction/persuasive texts, not literary works. As such, it does not seem a good fit under 10.3.

- The state has added ADP G1 (Evaluate the aural, visual and written images and other special effects used in television, radio, film and the Internet…) under 11.2 (The student will analyze and evaluate informative and persuasive presentations). If the state intends "presentations" to have a broader definition than a student-delivered oral presentation in the classroom, and to include television, radio, film and Internet productions, this should be clarified in 11.2.

- The state has added the following highlighted phrase to the end of 11.3: "The student will read and analyze relationships among American literature, history, and culture in all texts including informational, functional, persuasive, and literary texts." However, the EKSP statements below this statement relate only to literary texts, by addressing topics such as literary movements, universal characters, and major themes. This could be confusing to teachers.

<u>Conclusion</u>

Virginia's *English Standards of Learning Curriculum Framework with Additions from Achieve's American Diploma Project* present student learning expectations that are intellectually demanding and well aligned with the content of the ADP English Benchmarks.

Attachment A

CollegeBoard
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Report on the Rigor and Alignment to College Readiness of the Virginia Standards of Learning

Executive Summary

Mission Statement

The College Board's mission is to connect students to college success and opportunity. We are a not-for-profit membership organization committed to excellence and equity in education.

The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership organization whose mission is to connect students to college success and opportunity. Founded in 1900, the organization is composed of more than 4,700 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three and a half million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com.

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Introduction

The Virginia Department of Education has asked the College Board to conduct an evaluation of the *Mathematics Standards of Learning for Virginia Public Schools* (Commonwealth of Virginia Department of Education, 2001; hereinafter referred to as the Virginia Mathematics Standards) and the *English Standards of Learning for Virginia Public Schools* (Commonwealth of Virginia Department of Education, 2001; hereinafter referred to as the Virginia English Standards) with regard to their rigor and alignment to college readiness. In providing this report, the College Board views itself as a committed partner in helping the Virginia Department of Education set clear and high expectations for students in order to prepare them for college and for the 21st-century workforce.

This report is based on an alignment analysis comparing the Virginia Standards with the *Mathematics and Statistics College Board Standards for College Success* (College Board, 2006) (herein after referred to as the College Board Mathematics Standards) and the *English Language Arts College Board Standards for College Success* (College Board, 2006) (herein after referred to as the College Board English Standards).

The College Board Standards articulate a framework of high expectations and rigorous academic study beginning in grade 6 that will prepare students for the expectations they will face either in high school Advanced Placement Program (AP®) courses or in their college studies. The College Board Standards are based on extensive empirical research to define the knowledge and skills students need to succeed in college. They are also aligned to College Board AP courses. The English language arts Standards are vertically aligned to the AP Literature and Composition and AP Language and Composition courses. The mathematics Standards are vertically aligned to the AP Calculus and AP Statistics courses. The College Board Standards thus define a vertically aligned sequence of course learning expectations that states can use as a model for preparing students to succeed in AP, college, and the workplace.

This report describes the results of a careful comparison of the College Board Standards with the Virginia Standards and their accompanying *Curriculum Frameworks*. The findings and recommendations in this report will provide the Virginia Department of Education an opportunity to ensure that Virginia students who successfully complete a program of study aligned to the Virginia Standards will be prepared for the intellectual rigors they will encounter in college and in the 21st century workplace.

Findings

Mathematics and Statistics

This study reveals that Virginia has much to be proud of. There is clearly good reason why the current Virginia Mathematics Standards have supported a decade-long trend of high performance in mathematics on the National Assessment of Education Progress

(NAEP). Overall, there is strong alignment between the Virginia Mathematics Standards and the College Board Mathematics Standards. The recommendations in this report are meant to assist Virginia in continuing the high performance of its students in mathematics by identifying areas for improvement.

The alignment analysis shows that about half of the areas of weak or nonalignment are in the areas of *data analysis, statistics, probability,* and *similarity.* The Virginia Standards address these content areas episodically, defining expectations for student learning in these areas in particular years, with little connection and no clear developmental learning progression across years. This leads to excessive spiraling and review of these content areas from one year to another, with courses sometimes reviewing almost all of the content from a previous course.

Our analyses also show that some of the verbs used to describe student performance expectations indicate expectations at a relatively low cognitive level (e.g., use, know). These verbs could be elevated to a higher cognitive level (e.g. apply, compare, analyze).

Recommendations

Based on these analyses, the College Board makes the following recommendations for the Virginia Department of Education to consider in its review of the Virginia Standards in Mathematics:

1. Consider defining learning expectations for data analysis, probability, and statistics within each course in grades 6-12 to articulate a clear developmental learning progression that will prepare students for the quantitative and statistical literacies that are increasingly expected in college and the 21st-century workplace. The College Board Standards for data analysis and statistics require roughly 15 percent of the instructional time in each mathematics course. This is in line with the National Assessment of Educational Progress (NAEP) Mathematics framework, which specifies 15 percent and 25 percent of the grade 8 and grade 12 assessments, respectively, be devoted to data analysis and probability (National Assessment Governing Board, 2004).

2. Consider appropriately elevating some verbs used in the Essential Knowledge and Skills statements to encompass higher activities on Bloom's scale.

3. Consider reorganizing the core material in Algebra II, Trigonometry, and Mathematical Analysis into a two-course sequence of Algebra II and Precalculus. This would better prepare more students for college-level material.

4. Consider adding learning expectations for topic areas not fully addressed in the current Virginia Standards, including a more thorough understanding and application of similarity and having students formalize their understanding of geometry within the structure of an axiomatic system.

English Language Arts

General alignment between the Virginia English Standards and the College Board English Standards is strong. In the sub-disciplines of reading, writing, and research, almost every language arts performance expectation included within the College Board Standards has been addressed at some level from grades 6 through 12. And while the Virginia Standards need further development in defining learning expectations in communication skills, Virginia has at least devoted one of its content standards to that area. Many states have failed to recognize the importance of this significant part of English language arts. The recommendations in this report are meant to support further refinement of an already excellent English curriculum.

Primary Recommendations:

1. Our primary recommendation is that the Virginia Department of Education consider revising the conceptual organization that underlies both the Virginia Standards and the Curriculum Frameworks. Specifically, we encourage the Commonwealth to consider the following:

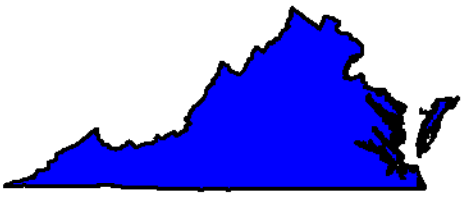
a. Reorganize the Standards and Curriculum Frameworks to define knowledge and skill categories (objectives) that make up each standard, and use these consistently for all grade levels in middle school and high school. We believe a single, common set of knowledge and skills categories in English language arts can be used to organize grade level expectations at the secondary level. The current organization of each standard is not consistent across grade levels; therefore, it does not support defining a progressive development of knowledge and skills as students take on increasingly sophisticated texts and tasks. Such a reorganization would improve the focus and coherence of the documents and would help clarify the connections between the Virginia Standards and the Curriculum Frameworks.

b. Within this single, common set of objectives, use the Essential Knowledge, Skills, and Processes (EKSPs) of the Curriculum Frameworks to define grade level expectations. Develop a coding system that links the EKSPs to the objectives. Clearly articulating and coding the relationships between the EKSPs in the Curriculum Frameworks and the objectives in the Virginia Standards will increase the coherence of the two documents and support a more coherent developmental progression across grade levels.

2. We also encourage the Virginia Department of Education to consider adding more detail to several English language arts content areas:

- Consider expanding the emphasis on developing students' communication skills.
- Consider defining explicit expectations for students' ability to monitor their reading comprehension and use specific reading comprehension strategies.

- Organize writing standards around a more explicit writing process model that will better support instruction.
- Consider basing the Oral Language Standards on a more explicit communication model to provide greater coherence to those Standards.



STATE MATCH

Virginia Standards of Learning

English, Mathematics, and Science
Grades 8–12

and

ACT®

EXPLORE®, PLAN®, and the ACT®

February 2007

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About This Report

EXECUTIVE SUMMARY

(pp. 1–2)

This portion summarizes the findings of the alignment between Virginia's Standards of Learning and ACT's Educational Planning and Assessment System (EPAS™) tests—EXPLORE® (8th, and 9th grades); PLAN® (10th grade); and the ACT® (11th and 12th grades). It also presents ACT's involvement in meeting NCLB requirements and describes additional critical information that ACT could provide to Virginia.

SECTION A

(pp. 3–5)

This section provides tables by content area (English, Mathematics, and Science) listing the precise number of Virginia Standards for Learning measured by ACT's EPAS tests by grade level.

SECTION B

(pp. 7–76)

All Virginia Standards for Learning are listed here; each one highlighted is measured by ACT's EPAS tests. Virginia standards listed here are from the *Virginia Standards of Learning Curriculum Framework* (English: November 2002; Mathematics: October 2001; Science: June 2003) as presented on the Virginia Department of Education's website in February 2007. Underlined science content indicates that the content topics are included in, but not directly measured by, ACT's EPAS Science tests.

SECTION C

(pp. 77–86)

ACT's College Readiness Standards appear here. Highlighting indicates that a statement reflects one or more statements in the Virginia Standards of Learning. College Readiness Standards not highlighted are not addressed in the Virginia Standards of Learning.

A supplement is available that identifies the specific ACT College Readiness Standard(s) corresponding to each Virginia Standard for Learning in a side-by-side format. To request this supplement, please e-mail ACT at **statematch@act.org**.

Executive Summary

We at ACT believe our programs offer many advantages to Virginia students and educators, and this report offers strong evidence for this belief. This alignment analysis clearly answers three critical questions:

1. To what extent do ACT's ACT's Educational Planning and Assessment System (EPAS™) tests—EXPLORE® (8th and 9th grades); PLAN® (10th grade); and the ACT® (11th and 12th grades)—measure Virginia's Standards of Learning?
2. Can the results from ACT's testing programs be used to meet Virginia's NCLB requirement?
3. Why should Virginia choose ACT?

ACT'S TESTS MEASURE NEARLY ALL OF VIRGINIA STANDARDS FOR LEARNING IN ENGLISH, MATHEMATICS, AND SCIENCE.

1. Match Results: Comparisons conducted by our content specialists show that ACT's Reading, English, Writing, Mathematics, and Science tests measure nearly all of Virginia's English, Mathematics, and Science Standards for Learning:

- English: 3 out of 5 strands of English Standards are covered.

  Nearly all of Virginia's English Standards are covered by ACT's EPAS English, Reading, and/or Writing tests.

- Mathematics: 6 out of 7 Mathematics courses' Standards are entirely covered.

  Nearly all of Virginia's Mathematics Standards are covered by ACT's EPAS Mathematics tests.

- Science: 6 out of 6 Science courses' Standards are entirely covered.

  Nearly all of Virginia's Science Standards are covered by ACT's EPAS Science tests.

  (A note about science content: ACT's Science tests present content from biology, chemistry, physics, and Earth/space sciences. Although content knowledge in these content areas is needed to answer some of the test questions, the test questions emphasize scientific reasoning and are based in experimental science contexts. Factual content knowledge, although needed to answer some of the test questions, is not systematically sampled from the full content knowledge domain. Therefore, each ACT Science Test covers some, but not all, of the discrete science content knowledge specifically described in the Virginia Science Standards of Learning.

  To emphasize the point that content is included, but not necessarily covered in its entirety, on every test form, science content match results appear in parentheses in Section A of this document (which describes the number of Virginia standards measured by ACT's tests), and are underlined rather than highlighted in Section B. Our goal here is to clearly communicate that science content will be included, but each specific content topic will not be covered consistently enough for inferences to be made about student proficiency in all areas.)

Most exceptions to a match between ACT's tests and Virginia's Standards of Learning arise from standards not being assessable in group settings, standards that are personal in nature, and standards requiring measurement over extended time. If additional testing is deemed necessary, ACT would be interested in working with Virginia on developing any necessary augmentation.

STATES CHOOSE ACT BECAUSE:

- **STUDENT MOTIVATION IS HIGH.**
- **ACT'S IS THE ONLY CURRICULUM-BASED ASSESSMENT SYSTEM THAT MEASURES STUDENT READINESS ALONG A CONTINUUM OF EMPIRICALLY DERIVED COLLEGE READINESS BENCHMARKS.**
- **EPAS DATA PROVIDE HELPFUL FEEDBACK FOR TEACHERS, STUDENTS, AND POLICYMAKERS TO MAKE EDUCATIONAL DECISIONS AND IDENTIFY WAYS TO IMPROVE.**

ACT BUILDS ITS DEFINITION OF COLLEGE READINESS ON A SOUND EMPIRICAL BASE:

1. **THE ACT NATIONAL CURRICULUM SURVEY**
2. **ACT'S COLLEGE READINESS BENCHMARK SCORES**
3. **ACT'S COLLEGE READINESS STANDARDS™**

2. NCLB requirement? Yes; states like Illinois intend to use ACT components as part of testing that will be submitted to the U.S. Department of Education for NCLB approval.

3. Why choose ACT? States and school districts choose ACT's EPAS programs because student motivation is high, and EPAS is the *only curriculum-based assessment system that measures student readiness along a continuum of empirically derived college readiness benchmarks*. Various groups claim to describe what students truly need to know and be able to do for college and/or workplace readiness. Such groups typically ask individual experts in education to gather and discuss what they feel is important for students to understand. Not surprisingly, the answers vary. In contrast, ACT defines college readiness through a unique and rigorous empirical process:

- **The knowledge and skills necessary for students to be ready for college-level work are empirically identified via the ACT National Curriculum Survey®**

  ACT surveys thousands of secondary and postsecondary instructors across the nation to determine which skills and knowledge are most important at each course level and for college and work readiness. The responses drive the test specifications for EXPLORE, PLAN, and the ACT.

- **The empirically derived performance levels necessary for students to be ready to succeed in college-level work are defined in ACT's College Readiness Benchmark Scores.**

  ACT analyzed thousands of student records to identify the ACT scores associated with success in postsecondary coursework (i.e., a 50% chance of earning a B or better in credit-bearing first-year college courses): 18 for English, 22 for Math, 21 for Reading, and 24 for Science.

- **Skills and knowledge a student currently has and areas for improvement can be identified by the empirically derived ACT College Readiness Standards.**

  Using thousands of student records and responses, content and measurement experts worked backwards to develop data-driven, empirically derived statements of what students typically know and are able to do in various score ranges on ACT's English, Reading, Writing, Mathematics, and Science tests. These statements provide specific details about students' college readiness and can be used to identify next steps for improvement.

In sum, ACT's EPAS programs provide abundant data relevant to Virginia's Standards of Learning and to Virginia students' readiness for college and work.

Section A: Number of Virginia Standards of Learning Measured by EXPLORE, PLAN, and the ACT

Table A-1. Number of Virginia English Standards for Learning Measured by EXPLORE, PLAN, and the ACT

Virginia Strands*	Number of Virginia Standards Measured by ACT's tests	Aspects of Not-Measured Virginia Standards
Oral Language	8th: 0 out of 3 9th: 0 out of 2 10th: 0 out of 2 11th: 0 out of 2 12th: 0 out of 2	Interviewing Oral presentations
Reading	8th: 3 out of 3	
Reading Analysis	9th: 2 out of 3 10th: 2 out of 4 11th: 2 out of 4 12th: 1 out of 3	Read and critique poetry Analyze British literature
Writing	8th: 2 out of 2 9th: 2 out of 2 10th: 2 out of 4 11th: 3 out of 3 12th: 1 out of 1	Critique peer writing
Research	9th: 0 out of 2 10th: 0 out of 1 11th: 0 out of 1 12th: 0 out of 1	Use web to access information Cite sources Write documented research papers
Totals 3 out of 5 Strands	8th: 5 out of 8 9th: 4 out of 9 10th: 4 out of 11 11th: 5 out of 10 12th: 2 out of 7	

*Refer to Virginia's English Standards of Learning on pages 7–25

Proposed Revised English Standards of Learning

for Virginia Public Schools

Final Review

January 14, 2010

Introduction

The goals of the English Standards of Learning are to teach students to read, write, and communicate. ~~and to prepare students.~~ They should be prepared to participate in society as literate citizens, equipped with the ability to communicate effectively in their communities, in the workplace, and in postsecondary education. As students progress through the school years, they become active and involved listeners and develop a full command of the English language, evidenced by their use of standard English and their rich speaking and writing vocabularies.

Students become competent readers of a variety of ~~print materials~~ texts and are encouraged to acquire a lifelong love of reading. In kindergarten through third grade, the primary goal is to teach all students to read fluently and to comprehend a variety of fiction and nonfiction selections that relate to all areas of the curriculum. In fourth through twelfth grades, students continue to acquire and refine strategies for comprehending and analyzing selections that encompass all literary ~~types~~ genres, exemplify universal themes, and relate to all subjects. Students in high school become familiar with ~~exemplary~~ a wide variety of authors and classic literary works.

Proficient use of the English language enables students to explore and articulate the complex issues and ideas encountered in public and personal life. Students acquire the ability to make full and effective use of the written language in their future educational, occupational, and personal endeavors.

Organization of the English Standards of Learning

Standards for kindergarten through ~~eighth~~ third grade are organized in three related strands: Oral Language, Reading, and Writing. Standards for ~~ninth~~ fourth through twelfth grades are organized in four related strands: ~~Oral Language~~ Communication: Speaking, Listening, and Media Literacy; Reading ~~Analysis~~; Writing; and Research. Each grade level is preceded by an overview that describes the major concepts and skills that each student will be expected to understand and demonstrate. The standards reflect a comprehensive instructional program and document a progression of expected achievement in each of the strands. This organization of standards also reflects the gradual progression in the development of skills.

Oral Language includes speaking and listening in kindergarten through third grade. In the early grades, students learn to participate in classroom discussion. ~~Over the course of several grade levels,~~ In grades three through twelve, students learn to prepare, ~~and~~ deliver, and critique oral presentations ~~and to critique them in order to improve delivery~~. In grades four through twelve the Oral Language strand changes to become Communication: Speaking, Listening, and Media Literacy. Students will analyze, develop and produce media messages. However, students' home and cultural languages are the starting point for all language learning; competency in the use of standard English is the goal for all students. ~~Over the course of several grade levels, students learn to prepare, and deliver, and to critique them in order to improve delivery. Students' homes and cultural languages are the starting point for all language learning; however, competency in the use of standard English is the goal for all students.~~ Therefore, daily speaking opportunities, both formal and informal, should be a part of every English curriculum.

Reading begins with an awareness of the concepts of print and the sounds and structure of oral and written language. Students in the primary grades acquire a strong foundation in phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension strategies. Students continue to study the structure of words and language and refine comprehension strategies throughout all grades. In the middle school and high school grades, students ~~focus on the analysis~~ analyze ~~of~~ what they read and

~~the application of what they learn and~~ apply that learning. Both reading in other content areas and reading of nonfiction~~al~~ texts are essential for all students. ~~Daily oral language and reading experiences are essential for all students~~. Students' appreciation for ~~literature~~ literary texts is enhanced by frequent interaction with a broad array of classic and contemporary literature, which engages the reading skills of students and invites them to develop an appreciation for the power and beauty of the written word. The combination of teachers reading aloud and students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.

Writing begins with letter formation and the use of letters to represent speech sounds. From kindergarten through twelfth grade, students become increasingly aware of the structure of language and the writing process. Improvement in written communication is achieved through frequent opportunities to apply narrative, ~~persuasive,~~ expository, and persuasive/argumentative ~~technical~~ skills. Daily ~~reading,~~ writing~~, and oral language~~ experiences are essential for all students. ~~The combination of teachers reading aloud and of students selecting reading materials is necessary in helping students develop a lifelong reading habit and an appreciation for literature.~~

Research standards are also developed across grade levels. ~~In grades nine through twelve, research is a separate strand.~~ In kindergarten through ~~eighth~~ third grade, research skills are incorporated in the reading and writing strands. In grades ~~nine~~ four through twelve, research is a separate strand where students learn to access information, evaluate the validity of sources, document those sources, and synthesize that information into a research-based product. ~~Through these standards, students learn to acquire information from a variety of sources to use in planning and delivering presentations and reports.~~

~~Student learning is enhanced through the use of computer technology~~. Technology enhances student learning ~~Data access, retrieval,~~ and ~~processing~~ supports instruction in reading, writing, and research. ~~In composition, word processing programs allow students to check spelling, grammar, and style to revise drafts.~~ In the writing process, technology enables students to compose, revise, edit, share, and publish their writing. Information technology is an integral part of student ~~research~~ learning, ~~and helps~~ assisting students to produce effective written and oral ~~presentations~~ communication. ~~However, the use of computer-aided spelling and grammar is not a substitute for learning the rules of English.~~

Although the strands are developed separately, they are integrated in the classroom. Proficiency in reading, writing, listening, speaking, media literacy, and research skills allows students to learn and to use knowledge to make meaningful connections between their lives and academic disciplines. There should be a concerted effort to relate required reading selections in English to studies in other core subjects, including mathematics, science, and history and social science. Standards that incorporate rigor in English help students develop the expected performance competencies.

Kindergarten

The kindergarten student will be immersed in a print-rich environment to develop oral language skills, phonological awareness, print awareness, vocabulary, comprehension, and an appreciation for literature. The reading of fiction and nonfiction ~~selections~~ texts will enable students to develop an awareness of print materials as sources of information and enjoyment. The kindergarten student will have the opportunity to use words that describe people, places, and events. The student will recognize and print letters of the alphabet, use the basic phonetic principles of identifying and writing beginning sounds, identify story elements, and communicate ideas through pictures and writing.

Oral Language

K.1 The student will demonstrate growth in the use of oral language.

a) Listen to a variety of literary forms, including stories and poems.
b) Participate in a variety of oral language activities including choral and echo speaking and ~~recite~~ recitation of short poems, rhymes, songs, and stories with repeated word order patterns.
c) Participate in oral generation of language experience narratives. ~~Participate in creative dramatics.~~ [Moved to SOL K.1d]
d) Participate in creative dramatics. ~~Begin to discriminate between spoken sentences, words, and syllables.~~ [Moved to SOL K.4a]
e) Use complete sentences that include subject, verb, and object. ~~Recognize rhyming words.~~ [Moved to SOL K.4b]
~~f) Generate rhyming words in a rhyming pattern.~~ [Moved to SOL K.4b]

K.2 The student will ~~use listening and speaking vocabularies.~~ expand understanding and use of word meanings.

a) Increase listening and speaking vocabularies. ~~Use number words.~~ [Moved to SOL K.2b]
b) Use number words. ~~Use words to describe/name people, places, and things.~~ [Moved to SOL K.2c]
c) Use words to describe/name people, places, and things. ~~Use words to describe location, size, color, and shape.~~ [Moved to SOL K.2d]
d) Use words to describe/name location, size, color, and shape. ~~Use words to describe actions.~~ [Moved to SOL K.2e]
e) Use words to describe/name actions. ~~Ask about words not understood.~~ [Moved to SOL K.2f]
f) Ask about words not understood. ~~Follow one-step and two-step directions.~~ [Moved to SOL K.3g]
g) Use vocabulary from other content areas. ~~Begin to ask how and why questions.~~ [Moved to SOL K.3h]

K.3 The student will build oral communication skills.

a) Express ideas in complete sentences and express needs through direct requests. ~~Begin to follow implicit rules for conversation, including taking turns and staying on topic.~~ [Moved to SOL K.3c]
b) Begin to initiate conversations. ~~Express ideas and needs in complete sentences.~~ [Moved to SOL K.3a]
c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.
d) Listen and speak in informal conversations with peers and adults. ~~Begin to use voice level, phrasing, and intonation appropriate for language situation.~~ [Moved to SOL K.3f]
e) Participate in group and partner discussions about various texts and topics. ~~Begin to initiate conversations.~~ [Moved to SOL K.3b]
f) Begin to use voice level, phrasing, and intonation appropriate for various language situations. ~~Participate in discussions about books and specific topics.~~ [Moved SOL to K.3e]
g) Follow one-~~step~~ and two-step directions.
h) Begin to ask how and why questions.

K.4 The student will ~~hear~~ identify, say, ~~and manipulate phonemes (small units of sound) of spoken language~~, segment, and blend various units of speech sounds.

a) Begin to discriminate between spoken sentences, words, and syllables. ~~Identify orally words that rhyme.~~ [Moved to SOL K.4b]
b) Identify and produce words that rhyme. ~~Identify words orally according to shared beginning or ending sounds.~~ [Moved to SOL K.4e]
c) Blend and segment multisyllabic words at the syllable level.
d) ~~Divide~~ Segment one-syllable words into speech sound~~s~~ units ~~(phonemes)~~ including beginning phoneme(s) (onset) and ending (rimes).
e) ~~Divide words into syllables~~ Identify words ~~orally~~ according to shared beginning and/or ending sounds.

Reading

K.5 The student will understand how print is organized and read.

a) Hold print materials in the correct position.
b) Identify the front cover, back cover, and title page of a book.
c) Distinguish between print and pictures. ~~Follow words from left to right and from top to bottom on a printed page.~~ [Moved to SOL K.5d]
d) Follow words from left to right and from top to bottom on a printed page. ~~Match voice with print: syllables, words, and phrases.~~ [Moved to SOL K.5e]
e) Match voice with print.~~: syllables, words, and phrases~~ (concept of word).

K.6 The student will demonstrate an understanding that print ~~makes sense~~ conveys meaning.

a) Identify common signs and logos. ~~Explain that printed materials provide information.~~ [Moved to SOL K.6b]
b) Explain that printed materials provide information. ~~Identify common signs and logos.~~ [Moved to SOL K.6a]
c) Read and explain own writing and drawings. ~~Read ten high-frequency words.~~ [Moved to SOL K.6d]
d) Read his/her name and read fifteen meaningful, concrete words. ~~Read and explain own writing and drawings.~~ [Moved to SOL K.6c]

K.7 The student will develop an understanding of basic phonetic principles.

a) Identify and name the uppercase and lowercase letters of the alphabet.
b) Match consonant, ~~and~~ short vowel, and initial consonant diagraph sounds to appropriate letters.
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. ~~Identify beginning consonant sounds in single-syllable words.~~ [Moved to SOL K.7d]
d) Identify beginning consonant sounds in single-syllable words.

K.8 The student will expand vocabulary.

a) Discuss meanings of words.
b) Develop vocabulary by listening to a variety of texts read aloud.

~~K.8~~ K.9 The student will demonstrate comprehension of fictional texts ~~and nonfiction~~.

a) Identify what an author does and what an illustrator does. ~~Use pictures to make predictions about content.~~ [Moved to SOL K.9c]
b) Relate previous experiences to what is read. ~~Retell familiar stories, using beginning, middle, and end.~~ [Moved to SOL K.9f]
c) Use pictures to make predictions. ~~Discuss characters, setting, and events.~~ [Moved to SOL K.9g]
d) Begin to ask and answer questions about what is read. ~~Use story language in discussions and retellings.~~ [Moved to SOL K.9e]
e) Use story language in discussions and retellings. ~~Identify what an author does and what an illustrator does.~~ [Moved to SOL K.9a]
f) Retell familiar stories, using beginning, middle, and end. ~~Identify the topics of nonfiction selections.~~
g) Discuss characters, setting, and events.

K.10 The student will demonstrate comprehension of nonfiction~~al~~ texts.

a) Use pictures to identify topic and make predictions.
b) Identify text features specific to the topic, such as titles, headings, and pictures.

Writing

~~K.9~~ K.11 The student will print in manuscript ~~the uppercase and lowercase letters of the alphabet independently~~.[Moved to SOL K.11a]

a) Print ~~the~~ uppercase and lowercase letters of the alphabet independently.
b) ~~The student will p~~Print his/her first and last names.

~~K.10~~ ~~The student will print his/her first and last names.~~ [Moved to SOL K.11b)

~~K.11~~ K.12 The student will write to communicate ideas for a variety of purposes.

a) Differentiate pictures from writing. ~~Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.~~ [Moved to SOL K.12b]

b) Draw pictures and/or use letters and phonetically spelled words to write about experiences. ~~Write left to right and top to bottom.~~ [Moved to SOL K.12d]

c) Use letters and beginning consonant sounds to phonetically spell words to describe pictures or write about experiences.

d) Write left to right and top to bottom.

~~K.12~~ K.13 The student will use available technology for reading and writing

Grade One

Reading is the priority in first grade. The student will be immersed in a print-rich environment to develop oral language skills, phonetic skills, vocabulary, comprehension, and an awareness of print materials as sources of information and enjoyment. The student will use listening and speaking skills to participate in classroom discussions. The student will use a variety of strategies to read new words and will read familiar selections with fluency and expression. The student will continue to develop an understanding of character, setting, main idea, and story sequence in a variety of texts. The student will increase vocabulary and comprehension strategies by reading ~~age-appropriate materials~~ across the curriculum, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will also demonstrate comprehension of fiction and nonfiction ~~selections~~ texts through classroom discussion and will begin to communicate ideas in writing. ~~The student will become an independent reader by the end of first grade.~~

Oral Language

1.1 The student will continue to demonstrate growth in the use of oral language.

a) Listen and respond to a variety of electronic media~~, including books, audiotapes, videos,~~ and other age-appropriate materials.
b) Tell and retell stories and events in logical order.
c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
d) Participate in creative dramatics. ~~Express ideas orally in complete sentences.~~ [Moved to SOL 1.1e]
e) Express ideas orally in complete sentences.

1.2 The student will ~~continue to~~ expand ~~and use listening and speaking vocabularies~~ understanding and use of word meanings.

a) Increase ~~oral descriptive vocabulary~~ listening and speaking vocabularies.
b) Begin to ask for clarification and explanation of words and ideas.
c) Use common singular and plural nouns. ~~Follow simple two-step oral directions.~~ [Moved to SOL 1.3d]
d) Use vocabulary from other content areas. ~~Give simple two-step oral directions.~~ [Moved to SOL 1.3e]
~~e) Use singular and plural nouns.~~ [Moved to SOL 1.2c]

1.3 The student will adapt or change oral language to fit the situation.

a) Initiate conversation with peers and adults.
b) Follow rules for conversation using appropriate voice level in small-group settings.
c) Ask and respond to questions. ~~Use appropriate voice level in small-group settings.~~ [Moved to SOL 1.3 b]
d) Follow simple two-step oral directions. ~~Ask and respond to questions in small-group settings.~~ [Moved to SOL 1.3c]
e) Give simple two-step oral directions.

1.4 The student will orally identify, produce, and manipulate ~~phonemes (small units of sound) in syllables and multisyllabic words~~ various units of speech sounds within words.

a) Create rhyming words. ~~Count phonemes (sounds) in syllables or words with a maximum of three syllables.~~ [Moved to SOL 1.4b]
b) Count phonemes (sounds) in one-syllable words. ~~Add or delete phonemes (sounds) orally to change syllables or words.~~ [Moved to SOL 1.4e]
c) Blend sounds to make one-syllable words. ~~Create rhyming words orally.~~ [Moved to SOL l.4a]
d) Segment one-syllable words into individual speech sounds (phonemes). ~~Blend sounds to make word parts and words with one to three syllables.~~ [Moved to SOL 1.4c]
e) Add or delete phonemes (sounds) ~~orally~~ to ~~change~~ make new ~~syllables or~~ words.

Reading

1.5 The student will apply knowledge of how print is organized and read.

a) Read from left to right and from top to bottom.
b) Match spoken words with print.
c) Identify letters, words, ~~and~~ sentences, and ending punctuation.
d) Read his/her own writing.

1.6 The student will apply phonetic principles to read and spell.

a) Use beginning and ending consonants to decode and spell single-syllable words.
b) Use two-letter consonant blends to decode and spell single-syllable words.
c) Use beginning consonant digraphs to decode and spell single-syllable words.
d) Use short vowel sounds to decode and spell single-syllable words.
e) Blend beginning, middle, and ending sounds to recognize and read words.
f) Use word patterns to decode unfamiliar words.
g) ~~Use~~ Read and spell simple two-syllable compound words.
h) Read and spell commonly used~~,~~ ~~high-frequency~~ sight words~~, including *the*, *said*, and *come*~~.

1.7 The student will use ~~meaning~~ semantic clues and ~~language structure~~ syntax to expand vocabulary when reading.

a) Use words, phrases, and sentences. ~~Use titles and pictures.~~ [Moved to SOL 1.7b]
b) Use titles and pictures. ~~Use knowledge of the story and topic to read words.~~ [Moved to SOL 1.7c]
c) Use information in the story to read words. ~~Use knowledge of sentence structure.~~ [Moved to SOL 1.7d]
d) Use knowledge of sentence structure. ~~Reread and self-correct.~~ [Moved to SOL l.7f]
e) Use knowledge of story structure.
f) Reread and self-correct.

1.8 The student will expand vocabulary.

a) Discuss meanings of words in context.
b) Develop vocabulary by listening to and reading a variety of texts.
c) Ask for the meaning of unknown words and make connections to familiar words.
d) Use text clues such as words or pictures to discern meanings of unknown words.
e) Use vocabulary from other content areas.

~~1.8~~ ~~1.9~~ ~~The student will read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression~~.

~~1.9~~ 1.10 1.9 The student will read and demonstrate comprehension of a variety of fictional texts. ~~and nonfiction.~~

a) Preview the selection.
b) Set a purpose for reading.
c) Relate previous experiences to what is read.
d) Make and confirm predictions ~~about content~~.
e) Ask and answer who, what, when, where, why, and how questions about what is read.
f) Identify characters, setting, and important events.
g) Retell stories and events, using beginning, middle, and end.
h) Identify the ~~topic or~~ main idea or theme.
i) Read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~1.11~~ 1.10 The student will read and demonstrate comprehension of a variety of nonfiction~~al~~ texts.

a) Preview the selection.
b) Use prior and background knowledge as context for new learning.
c) Set a purpose for reading.
d) Identify text features such as pictures, headings, charts, and captions.
e) Make and confirm predictions.
f) Ask and answer who, what, where, when, why, and how questions about what is read.
g) Identify the main idea.
h) Read and re-read familiar passages with fluency, accuracy, and meaningful expression.

~~1.10~~~~1.12~~1.11 The student will use simple reference materials.

a) Use knowledge of alphabetical order by first letter.
b) Use a picture dictionary to find meanings of unfamiliar words.

Writing

~~1.11~~~~1.13~~1.12 The student will print legibly.

a) Form letters accurately.
b) Space words ~~and~~ within sentences.
c) Use the alphabetic code to write unknown words phonetically.

~~1.12~~~~1.14~~1.13 The student will write to communicate ideas for a variety of purposes.

a) Generate ideas.
b) Focus on one topic.
c) ~~Use~~ Revise by adding descriptive words when writing about people, places, things, and events.
d) Use complete sentences in final copies.
e) Begin each sentence with a capital letter and use ending punctuation in final copies.
f) Use correct spelling for ~~high-frequency~~ commonly used sight words and phonetically regular words in final copies.
g) Share writing with others.
~~h) Use available technology.~~ [Moved to SOL 1.14]

~~1.15~~1.14 The student will use available technology for reading and writing.

Grade Two

Reading continues to be a priority in second grade. The student will be immersed in an ~~print-rich~~ environment filled with fiction and nonfiction ~~selections~~ texts, which relate to all areas of the curriculum and interest. The student will expand vocabulary by speaking and listening effectively in classroom discussions, use a combination of strategies when reading, and read ~~age-appropriate~~ familiar selections with fluency and expression. The student will learn comprehension strategies for fiction and nonfiction ~~materials~~ texts. The student will be asked to identify main ideas, to make and confirm predictions, and to formulate questions about learning in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will write stories, letters, and simple explanations; apply simple grammatical principles to writing; and locate information in reference materials.

Oral Language

2.1 The student will demonstrate an understanding of oral language structure.

a) Create oral stories to share with others.
b) Create and participate in oral dramatic activities.
c) Use correct verb tenses in oral communication.
d) Use increasingly complex sentence structures in oral communication.
e) Begin to self-correct errors in language use.

2.2 The student will ~~continue to~~ expand understanding and use of word meanings ~~listening and speaking vocabularies~~. [Moved to SOL 2.2a]

a) Increase listening and speaking vocabularies. ~~Use words that reflect a growing range of interests and knowledge.~~ [Moved to SOL 2.2b]
b) Use words that reflect a growing range of interests and knowledge. ~~Clarify and explain words and ideas orally.~~ [Moved to SOL 2.2c]
c) Clarify and explain words and ideas orally. ~~Follow oral directions with three or four steps.~~ [Moved to SOL 2.3e]
d) Identify and use synonyms and antonyms. ~~Give three-step and four-step directions.~~ [Moved SOL to 2.3f]
e) Use vocabulary from other content areas. ~~Identify and use synonyms and antonyms in oral communication.~~ [Moved to SOL 2.2d]

2.3 The student will use oral communication skills.

a) Use oral language for different purposes: to inform, to persuade, ~~and~~ to entertain, to clarify, and to respond.
b) Share stories or information orally with an audience.
c) Participate as a contributor and leader in a group.
d) ~~Summarize~~ Retell information shared ~~orally~~ by others.
e) Follow three- and four-step directions.
f) Give three-~~step~~ and four-step directions.

2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.

a) Count phonemes (sounds) within one-syllable words.
b) Blend sounds to make one-syllable words.
c) Segment one-syllable words into individual speech sounds (phonemes).
d) Add or delete phonemes (sounds) to make words.
e) Blend and segment multisyllabic words at the syllable level.

Reading

~~2.4~~ ~~The student will use phonetic strategies when reading and spelling.~~ [Moved to SOL 2.5]

~~a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.~~ [Moved to SOL 2.5a]
~~b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.~~ [Moved to SOL 2.5b]
~~c) Decode regular multisyllabic words.~~ [Moved to SOL 2.5c]

~~2.4~~ ~~The student will orally identify, produce, and manipulate various units of speech sounds within words.~~ [Entire SOL moved to the Oral Language strand]

~~a) Count phonemes (sounds) within one-syllable words.~~
~~b) Blend sounds to make one-syllable words.~~
~~c) Segment one-syllable words into individual speech sounds (phonemes).~~
~~d) Add or delete phonemes (sounds) to make words.~~
~~e) Blend and segment multisyllabic words at the syllable level.~~

~~2.4~~ 2.5 The student will use phonetic strategies when reading and spelling.

a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
c) Decode regular multisyllabic words.

~~2.5~~ 2.6 The student will use ~~meaning~~ semantic clues and ~~language structure~~ syntax to expand vocabulary when reading.

a) Use information in the story to read words.
b) Use knowledge of sentence structure.
c) Use knowledge of story structure and sequence.
d) Reread and self-correct.

~~2.6~~ 2.7 The student will ~~use language structure to~~ expand vocabulary when reading.

a) Use knowledge of homophones. ~~Use knowledge of prefixes and suffixes.~~ [Moved to SOL 2.7b]
b) Use knowledge of prefixes and suffixes. ~~Use knowledge of contractions and singular possessives.~~ [Moved to SOL 2.13f]
c) Use knowledge of antonyms and synonyms. ~~Use knowledge of simple abbreviations.~~ [Moved to SOL 2.13g]
d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. ~~Use knowledge of antonyms and synonyms.~~ [Moved to SOL 2.7c]
e) Use vocabulary from other content areas.

~~2.7~~ ~~The student will read fiction and nonfiction, using a variety of strategies independently.~~ [Moved to SOL 2.8 and SOL 2.9]

~~a) Preview the selection by using pictures, diagrams, titles, and headings.~~
~~b) Set purpose for reading.~~
~~c) Read stories, poems, and passages with fluency and expression.~~
~~d) Reread and self-correct when necessary.~~ [Moved to SOL 2.6d]

~~2.8~~ ~~The student will read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.~~

~~2.8~~ ~~2.9~~ 2.8 The student will read and demonstrate comprehension of fictional texts ~~and nonfiction~~.

a) Make and confirm predictions ~~about content~~.
b) Relate previous experiences to the main idea. ~~Read to confirm predictions.~~ [Moved to SOL 2.8a]
c) Ask and answer questions about what is read. ~~Relate previous experiences to the topic.~~ [Moved to SOL 2.8b]
d) Locate information to answer questions. ~~Ask and answer questions about what is read.~~ [Moved to SOL 2.8c]
e) Describe characters, setting, and important events in fiction and poetry. ~~Locate information to answer questions.~~ [Moved to SOL 2.8d]
f) Identify the problem and solution. ~~Describe characters, setting, and important events in fiction and poetry.~~ [Moved to SOL 2.8e]
g) Identify the ~~problem, solution, and~~ main idea.
h) Summarize stories and events with beginning, middle, and end in the correct sequence. ~~Identify the problem, solution, and main idea.~~ [Moved to SOL 2.8f and SOL 2.8g]
i) Draw conclusions based on the text.
j) Read and re-read familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.

~~2.10~~ 2.9 The student will read and demonstrate comprehension of nonfiction~~al~~ texts.

a) Preview the selection using text features.
b) Make and confirm predictions about the main idea.
c) Use prior and background knowledge as context for new learning.
d) Set purpose for reading.
e) Ask and answer questions about what is read.
f) Locate information to answer questions.
g) Identify the main idea.
h) Read and re-read familiar passages with fluency, accuracy, and meaningful expression.

~~2.9~~ ~~2.11~~2.10 The student will demonstrate comprehension of information in reference materials.

a) Use table of contents.
b) Use pictures, captions, and charts.
c) Use dictionaries, glossaries, and indices.
d) Use online resources.

Writing

~~2.10~~~~2.12~~2.11 The student will maintain legible ~~manuscript~~ printing and begin to make the transition to cursive.

~~2.11~~~~2.13~~2.12 The student will write stories, letters, and simple explanations.

a) Generate ideas before writing.
b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
c) Expand writing to include descriptive detail. ~~Revise writing for clarity.~~ [Moved to SOL 2.12d]
d) Revise writing for clarity. ~~Use available technology.~~

~~2.12~~~~2.14~~2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

a) Recognize and use complete sentences.
b) Use and punctuate declarative, interrogative, and exclamatory sentences.
c) Capitalize all proper nouns and the word *I*.
d) Use singular and plural nouns and pronouns.
e) Use apostrophes in contractions~~, including *don't, isn't,* and *can't*~~ and possessives.
f) Use contractions and singular possessives. ~~Use correct spelling for high-frequency sight words, including compound words and regular plurals.~~ [Moved to SOL 2.13h]
g) Use knowledge of simple abbreviations.
h) Use correct spelling for ~~high-frequency~~ commonly used sight words, including compound words and regular plurals.
i) Use commas in the salutation and closing of a letter.
j) Use verbs and adjectives correctly in sentences.

~~2.15~~ 2.14 The student will use available technology for reading and writing.

Grade Three

Reading continues to be a priority in third grade. Emphasis is on learning about words, reading ~~age-appropriate~~ text with fluency and expression, and learning comprehension strategies. The student will read a variety of fiction and nonfiction ~~literature~~ texts, which relates to all areas of the curriculum. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects, with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social science. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and ~~nonprint~~ electronic sources. The student also will write legibly in cursive.

Oral Language

3.1 The student will use effective communication skills in group activities.

a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
b) Ask and respond to questions from teachers and other group members.
c) Explain what has been learned.
d) Use language appropriate for context.
e) Increase listening and speaking vocabularies.

3.2 The student will present brief oral reports using visual media.

a) Speak clearly.
b) Use appropriate volume and pitch.
c) Speak at an understandable rate.
d) Organize ideas sequentially or around major points of information.
e) Use ~~grammatically correct~~ contextually appropriate language and specific vocabulary to communicate ideas.

Reading

3.3 The student will apply word-analysis skills when reading.

a) Use knowledge of ~~all~~ regular and irregular vowel patterns.
b) Decode regular multisyllabic words. ~~Use knowledge of homophones.~~ [Moved to SOL 3.4a]
~~c) Decode regular multisyllabic words.~~ [Moved to SOL 3.3b]

~~3.4~~ ~~The student will use strategies to read a variety of fiction and nonfiction materials.~~ [Moved to SOL 3.5 and SOL 3.6]

~~a) Preview and use text formats.~~ [Moved to SOL 3.6c]
~~b) Set a purpose for reading.~~
~~c) Apply meaning clues, language structure, and phonetic strategies.~~ [Moved to SOL 3.4c]
~~d) Use context to clarify meaning of unfamiliar words.~~ [Moved to SOL 3.4d]
~~e) Read fiction and nonfiction fluently and accurately.~~ [Moved to SOL 3.5m and SOL 3.6l]]
~~f) Reread and self-correct when necessary.~~ [Move to Curriculum Framework]

3.4 The student will expand vocabulary when reading.

a) Use knowledge of homophones.
b) Use knowledge of roots, affixes, synonyms, and antonyms.
c) Apply meaning clues, language structure, and phonetic strategies.
d) Use context to clarify meaning of unfamiliar words.
e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
f) Use vocabulary from other content areas.
g) Use word reference resources including the glossary, dictionary, and thesaurus.

~~3.5~~ ~~The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.~~

~~3.5~~ ~~3.6~~ 3.5 The student will read and demonstrate comprehension of fictional text and poetry.

a) Set a purpose for reading.
b) Make connections between previous experiences and reading selections.
c) Make, confirm, or revise predictions.
d) Compare and contrast settings, characters, and events.
e) Identify the author's purpose.
f) Ask and answer questions about what is read.
g) Draw conclusions about text ~~character and plot~~.
h) Identify the problem and solution. ~~Organize information and events logically.~~
i) Identify the main idea. ~~Summarize major points found in fiction materials~~
j) Identify supporting details. ~~Understand basic plots of fairy tales, myths, folktales, legends, and fables.~~
k) Use reading strategies to monitor comprehension throughout the reading process.
l) Differentiate between fiction and nonfiction.
m) Read with fluency and accuracy.

~~3.6~~ ~~3.7~~ 3.6 The student will continue to read and demonstrate comprehension of nonfiction~~al~~ texts.

a) Identify the author's purpose.
b) Use prior and background knowledge as context for new learning. ~~Make connections between previous experiences and reading selections.~~
c) Preview and use text features. ~~Ask and answer questions about what is read.~~ [Moved to SOL 3.6d]
d) Ask and answer questions about what is read. ~~Draw conclusions.~~ [Moved to SOL 3.6e]
e) Draw conclusions based on text. ~~Organize information and events logically.~~
f) Summarize major points found in nonfiction ~~materials~~ texts.
g) Identify the main idea. ~~Identify the characteristics of biographies and autobiographies.~~ [Moved to SOL 3.6i]
h) Identify supporting details. ~~Compare and contrast the lives of two persons as described in biographies and/or autobiographies.~~ [Moved to SOL 3.6i]
i) ~~Identify~~ Compare and contrast the characteristics of biographies and autobiographies.
j) Use reading strategies to monitor comprehension throughout the reading process.
k) Identify new information gained from reading.
l) Read with fluency and accuracy.

~~3.7~~ ~~3.8~~ 3.7 The student will ~~use~~ ~~demonstrate~~ demonstrate comprehension of information from a variety of print and electronic resources. ~~[Moved to SOL 3.4g]~~

a) Use ~~dictionary, glossary, thesaurus,~~ encyclopedias~~,~~ and other reference books, including online reference materials. [Moved to SOL 3.4g]
b) Use table of contents, indices, and charts. ~~Use available technology.~~

Writing

~~3.8~~ ~~3.9~~ 3.8 The student will write legibly in cursive.

~~3.9~~ ~~The student will write descriptive paragraphs.~~ [Moved to SOL 3.9]

~~a) Develop a plan for writing.~~
~~b) Focus on a central idea.~~
~~c) Group related ideas.~~
~~d) Include descriptive details that elaborate the central idea.~~
~~e) Revise writing for clarity.~~

~~3.10~~ 3.9 The student will write for a variety of purposes~~. including stories, letters, simple explanations, and short reports across all content areas.~~

a) Identify the intended audience. ~~Use a variety of planning strategies.~~ [Moved to SOL 3.9b]
b) Use a variety of pre-writing strategies. ~~Organize information according to the type of writing.~~ [Moved to SOL 3.9e]
c) Write a clear topic sentence focusing on the main idea. ~~Identify the intended audience.~~
d) Write a paragraph on the same topic. ~~Revise writing for specific vocabulary and information.~~
e) Use strategies for ~~Organize~~ organization of information and elaboration ~~information~~ according to the type of writing. ~~Use available technology.~~
~~f) Use strategies for organization and elaboration.~~ [Moved to SOL 3.9e]
~~g)~~f) Include ~~descriptive~~ details that elaborate the ~~central~~ main idea.
~~h)~~g) Revise writing for clarity of content using specific vocabulary and information.

~~3.11~~ 3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

a) Use complete ~~and varied~~ sentences.
b) Use transition words to vary sentence structure. ~~Use the word *I* in compound subjects.~~ [Moved to SOL 3.10c]
c) Use the word *I* in compound subjects. ~~Use past and present verb tense.~~ [Moved to SOL 3.10d]
d) Use past and present verb tense. ~~Use singular possessives.~~ [Moved to SOL 3.10e]
e) Use singular possessives. ~~Use commas in a simple series.~~ [Moved to SOL 3.10f]
f) Use commas in a simple series. ~~Use simple abbreviations.~~ [Moved to SOL 3.10g]
g) Use simple abbreviations. ~~Use apostrophes in contractions with pronouns.~~ [Moved to SOL 3.10h]
h) Use apostrophes in contractions with pronouns and in possessives. ~~Use correct spelling for high-frequency sight words, including irregular plurals.~~ [Moved to SOL 3.10j]
i) Use the articles *a*, *an*, and *the* correctly.
j) Use correct spelling for ~~high frequency~~ frequently used sight words, including irregular plurals.

~~3.12~~ 3.11 The student will write a short report.

a) Construct questions about the topic.
b) Identify appropriate resources.
c) Collect and organize information about the topic into a short report.
d) Understand the difference between plagiarism and using own words.

~~3.13~~ 3.12 The student will use available technology for reading and writing.

Grade Four

In fourth grade, reading and writing skills support an increased emphasis on content-area learning and utilization of ~~the~~ a variety of resources ~~of the media center, especially~~ to locate and read primary sources of information. A significant percentage of reading material will relate to the study of mathematics, science, and history and social science. The student will use text organizers, summarize information, formulate questions, and draw conclusions to demonstrate reading comprehension. The student will also read classic and contemporary literature selections by a variety of authors. The student will continue to increase communication skills in large- and small-group settings. The introduction of media messages will begin in fourth grade and continue in fifth grade. ~~In addition~~ Additionally, the student will plan, draft, revise, and edit narratives and explanations. The student will ~~also~~ routinely use ~~information resources and~~ word references while writing. The student will demonstrate comprehension of information resources to research a topic and understand the difference between plagiarism and using his/her own words.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

4.1 The student will use effective oral communication skills in a variety of settings.
- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

4.2 The student will make and listen to oral presentations and reports.
- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

4.3 The student will learn how media messages are constructed and for what purposes.
- a) Differentiate between auditory, visual, and written media messages.
- b) Identify the characteristics of various media messages.

Reading

~~4.3~~ 4.4 The student will ~~read fiction and nonfiction with fluency and accuracy~~ expand vocabulary when reading.

a) Use context to clarify meanings of unfamiliar words.
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. ~~Explain words with multiple meanings.~~
c) Use word-reference materials, including the glossary, dictionary, and thesaurus. ~~Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.~~ [Moved to SOL 4.4b]
d) Develop vocabulary by listening to and reading a variety of texts. ~~Use word-reference materials, including the glossary, dictionary, and thesaurus.~~ [Moved to SOL 4.4c]
e) Use vocabulary from other content areas.

~~4.5~~ ~~The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.~~

~~4.4~~ ~~4.6~~ 4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

a) Explain the author's purpose.
b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
c) Identify the main idea. ~~Compare the use of fact and fantasy in historical fiction with other forms of literature.~~
d) Summarize supporting details. ~~Identify major events and supporting details~~. [Moved to SOL 4.5c]
e) Identify the problem and solution. ~~Describe the relationship between text and previously read materials.~~ [Moved to SOL 4.5f]
f) Describe the relationship between text and previously read materials. ~~Identify sensory words.~~ [Moved to SOL 4.5g]
g) Identify sensory words.
h) Draw conclusions/make inferences about text.
i) Make, confirm, or revise predictions.
j) Identify cause and effect relationships.
~~j)~~k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

~~4.5~~ ~~4.7~~ 4.6 The student will read and demonstrate comprehension of nonfiction~~al~~ texts.

a) Use text ~~organizers~~ structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
b) Formulate questions that might be answered in the selection.
c) Explain the author's purpose.
d) Identify the main idea. ~~Make simple inferences, using information from texts.~~ [Moved to Sol 4.6f]
e) Summarize supporting details. ~~Draw conclusions, using information from texts.~~[Moved to SOL 4.6f]
f) Draw conclusions and make simple inferences using ~~textural~~ textual information as support. ~~Summarize content of selection, identifying important ideas and providing details for each important idea.~~ [Moved to SOL 4.6d and SOL 4.6e]
g) Distinguish between cause and effect. ~~Describe relationship between content and previously learned concepts or skills.~~ [Moved to SOL 4.6i]
h) Distinguish between ~~cause and effect and between~~ fact and opinion.
i) Use prior knowledge and build additional background knowledge as context for new learning. ~~Identify new information gained from reading.~~ [Moved to SOL 4.6j]
j) Identify new information gained from reading.
k) Use reading strategies throughout the reading process to monitor comprehension.
l) Read with fluency and accuracy.

~~4.6~~ ~~The student will demonstrate comprehension of information resources to research a topic.~~ [Moved to SOL 4.9]

~~a) Construct questions about a topic.~~
~~b) Collect information, using the resources of the media center, including online, print, and media resources.~~
~~c) Evaluate and synthesize information.~~

Writing

~~4.7~~ ~~4.8~~ 4.7 The student will write ~~effective~~ cohesively ~~narratives, poems, and explanations~~ for a variety of purposes.

a) Identify intended audience. ~~Focus on one aspect of a topic.~~ [Moved to SOL 4.7b]
b) Focus on one aspect of a topic. ~~Develop a plan for writing.~~ [Moved to SOL 4.7c]
c) Use a variety of pre-writing strategies. ~~Organize writing to convey a central idea.~~ [Moved to SOL 4.7d]
d) Organize writing to convey a central idea. ~~Write several related paragraphs on the same topic.~~ [Moved to SOL 4.7g]
e) Recognize different modes of writing have different patterns of organization. ~~Utilize elements of style, including word choice and sentence variation.~~
f) Write a clear topic sentence focusing on the main idea. ~~Write rhymed, unrhymed, and patterned poetry.~~ [Move to Curriculum Framework]
g) Write two or more related paragraphs on the same topic. ~~Use available technology.~~
h) Use transition words for sentence variety.
i) Utilize elements of style, including word choice and sentence variation.
j) Revise writing for clarity of content using specific vocabulary and information.
k) Include supporting details that elaborate the main idea.

~~4.8~~ ~~4.9~~ 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, ~~and~~ sentence structure, and paragraphing.

a) Use subject-verb agreement.
b) Include prepositional phrases.
c) Eliminate double negatives.
d) Use noun-pronoun agreement.
e) Use commas in series, dates, and addresses.
f) Incorporate adjectives and adverbs.
~~g) Use the articles *a*, *an*, and *the* correctly.~~ [Moved to SOL 3.10i]
~~h)~~g Use correct spelling for frequently used words, including common homophones.
h) Use singular possessives.

Research

~~4.10~~ 4.9 The student will demonstrate comprehension of information resources to research a topic.

a) Construct questions about a topic.
b) Collect information from multiple resources including online, print, and media.
c) Use technology as a tool to organize, evaluate, and communicate information.
d) Give credit to sources used in research.
e) Understand the difference between plagiarism and using own words.

Grade Five

In fifth grade, reading and writing skills continue to support an increased emphasis on content-area learning and utilization of ~~the~~ a variety of resources ~~of the media center, especially~~ to locate and read primary sources of information. The student will read texts in all subjects and will acquire information to answer questions, generate hypotheses, make inferences, support opinions, confirm predictions, compare and contrast relationships, and formulate conclusions. The student will continue to develop an appreciation for literature by reading a variety of fiction and nonfiction selections. The student will continue to increase communication skills used in learning activities and create a project use~~e~~ing online, print, and media resources ~~to prepare presentations~~. The student will use oral and written communication skills to describe key concepts and information contained in the mathematics, science, and history and social science Standards of Learning. In addition, the student will plan, draft, revise, and edit writings to describe, to entertain, ~~and~~ to explain, and to persuade. The student will define the meaning and consequences of plagiarism.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

a) Participate in and contribute to discussions across content areas.
b) Organize information to present in reports of group activities.
c) Summarize information gathered in group activities.
d) Communicate new ideas to others.
e) Demonstrate the ability to collaborate with diverse teams.
f) Demonstrate the ability to work independently.

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

a) Maintain eye contact with listeners.
b) Use gestures to support, accentuate, and dramatize verbal message.
c) Use facial expressions to support and dramatize verbal message.
d) Use posture appropriate for communication setting.
e) Determine appropriate content for audience.
f) Organize content sequentially around major ideas.
g) Summarize main points as they relate to main idea or supporting details.
h) Incorporate visual media to support the presentation.
i) Use language and style appropriate to the audience, topic, and purpose.

~~5.3~~ ~~The student will make planned oral presentations.~~ [Moved SOL to 5.2]

~~a) Determine appropriate content for audience.~~
~~b) Organize content sequentially or around major ideas~~.
~~c) Summarize main points before or after presentation~~
~~d) Incorporate visual aids to support the presentation.~~]
~~e) Use grammatically correct language and specific vocabulary.~~

5.3 The student will learn how media messages are constructed and for what purposes.

a) Differentiate between auditory, visual, and written media messages.
b) Identify the characteristics and effectiveness of a variety of media messages.

Reading

5.4 The student will ~~read fiction and nonfiction with fluency and accuracy~~ expand vocabulary when reading.

a) Use context to clarify meaning of unfamiliar words and phrases.
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. ~~Use knowledge of root words, prefixes, and suffixes.~~ [Moved to SOL 5.4c]
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones. ~~Use dictionary, glossary, thesaurus, and other word-reference materials.~~ [Moved to SOL 5.4e]
d) Identify an author's use of figurative language.
e) Use dictionary, glossary, thesaurus, and other word-reference materials.
f) Develop vocabulary by listening to and reading a variety of texts.
g) Study word meanings across content areas.

~~5.5~~ ~~The student will read fiction and nonfiction with fluency, accuracy, and meaningful expression.~~

~~5.5~~ ~~5.6~~ 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

a) Describe the relationship between text and previously read materials.
b) Describe character development. ~~in fiction and poetry selections.~~
c) Describe the development of plot and explain ~~how conflicts are resolved~~ the resolution of conflict(s).
d) Describe the characteristics of free verse, rhymed, and patterned poetry.
e) Describe how an author's choice of vocabulary ~~and style~~ contributes to the ~~quality and enjoyment of selections to the~~ author's style.
f) Identify and ask questions that clarify various points of view.
g) Identify main idea.
h) Summarize supporting details from text.
i) Draw conclusions and make inferences from text.
j) Identify cause~~-~~ and effect relationships.
k) Make, confirm, or revise predictions.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

~~5.6~~ ~~5.7~~ 5.6 The student will read and demonstrate comprehension of nonfiction~~al~~ texts.

a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
b) Use prior knowledge and build additional background knowledge as context for new learning. ~~Identify structural patterns found in nonfiction.~~ [Moved to SOL 5.6f]
c) Skim materials to develop a general overview of content and to locate specific information. ~~Locate information to support opinions, predictions, and conclusions.~~ [Moved to SOL 5.6g]
d) Identify the main idea of nonfiction~~al~~ texts. ~~Identify cause-and-effect relationships.~~ [Moved to SOL 5.6h]
e) Summarize supporting details in nonfiction~~al~~ texts. ~~Identify compare-and-contrast relationships.~~ [Moved to SOL 5.6j]
f) Identify structural patterns found in nonfiction. ~~Skim materials to develop a general overview of content and to locate specific information.~~ [Moved to SOL 5.6c]

g) Locate information to support opinions, predictions, and conclusions. ~~Identify new information gained from reading.~~ [Moved to SOL 5.6k]
h) Identify cause~~-~~and~~-~~effect relationships following transition words signaling the pattern.
i) Differentiate between fact and opinion.
j) Identify, compare, and contrast relationships.
k) Identify new information gained from reading.
l) Use reading strategies throughout the reading process to monitor comprehension.
m) Read with fluency and accuracy.

~~5.7~~ ~~The student will demonstrate comprehension of information from a variety of print resources.~~
~~a) Develop notes that include important concepts, summaries, and identification of information sources.~~ [Moved to SOL 5.9e]
~~b) Organize information on charts, maps, and graphs.~~[Moved to SOL 5.9d]

Writing

~~5.8~~ 5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, ~~and~~ to explain, and to persuade.
a) Identify intended audience. ~~Choose planning strategies for various writing purposes.~~ [Moved to SOL 5.7b]
b) Use a variety of prewriting strategies. ~~Organize information.~~ [Moved to SOL 5.7c]
c) Organize information to convey a central idea. ~~Demonstrate awareness of intended audience.~~ [Moved to SOL 5.7a]
d) Write a clear topic sentence focusing on the main idea. ~~Use precise and descriptive vocabulary to create tone and voice.~~ [Moved to SOL 5.7f]
e) Write multiparagraph compositions. ~~Vary sentence structure.~~ [Moved to SOL 5.7g]
f) Use precise and descriptive vocabulary to create tone and voice. ~~Revise writing for clarity.~~ [Moved to SOL 5.7h]
g) Vary sentence structure by using transition words. ~~Use available technology to access information.~~ [Moved to SOL 5.9c]
h) Revise for clarity of content using specific vocabulary and information.
i) Include supporting details that elaborate the main idea.

~~5.9~~ 5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, ~~and~~ sentence structure, and paragraphing.

a) Use plural possessives.
b) Use adjective and adverb comparisons.
c) Identify and use interjections.
d) Use apostrophes in contractions and possessives.
e) Use quotation marks with dialogue.
f) Use commas to indicate interrupters. ~~and in the salutation and closing of a letter.~~
g) Use a hyphen to divide words at the end of a line.
h) Edit for ~~clausal~~ fragments~~,~~ and run-on sentences~~, and excessive coordination~~.
i) Eliminate double negatives.
j) Use correct spelling of commonly used words.
k) Identify and use conjunctions.

Research

~~5.10~~ 5.9 The student will find, evaluate, and select appropriate resources for a research product.

a) Construct questions about a topic.
b) Collect information from multiple resources including online, print, and media.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Organize information presented on charts, maps, and graphs.
e) Develop notes that include important concepts, summaries, and identification of information sources.
f) Give credit to sources used in research.
g) Define the meaning and consequences of plagiarism.

Grade Six

The sixth-grade student will be an active participant in classroom discussions. The student will present personal opinions, understand differing viewpoints, distinguish between fact and opinion, and analyze the effectiveness of group communication. The student will continue in the study of the elements of media literacy as introduced in earlier grades. The student will begin the study of word origins and continue vocabulary development. The student will read independently a variety of fiction and nonfiction texts, including a significant number of classic works, for appreciation and comprehension. The student will also plan, draft, revise, and edit narratives, descriptions, and explanations, with attention to composition and style as well as sentence formation, usage, and mechanics. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. In addition, ~~reading and writing will be used as tools for learning academic concepts, and available~~ technology will be used ~~as appropriate~~ as a tool to research, organize, and communicate information. As in earlier grades, the meaning and consequences of plagiarism will be stressed.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

6.1 The student will ~~analyze oral participation~~ participate in and contribute to small-group activities.

a) Communicate as leader and contributor.
b) Evaluate own contributions to discussions.
c) Summarize and evaluate group activities.
d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically and express opinions in oral presentations.

a) Distinguish between fact and opinion.
b) Compare and contrast viewpoints.
c) Present a convincing argument.
d) Paraphrase and summarize what is heard.
e) ~~Summarize what is heard.~~ [Moved to SOL 6.2d]
~~f)~~ e) Use ~~grammatically correct~~ language and vocabulary appropriate to audience, topic, and purpose.

6.3 The student will understand the elements of media literacy.

a) Compare and contrast auditory, visual, and written media messages.
b) Identify the characteristics and effectiveness of a variety of media messages.
c) Craft and publish audience-specific media messages.

Reading

~~6.3~~ 6.4 The student will read and learn the meanings of unfamiliar words and phrases within authentic texts.

a) Identify word origins~~,~~ and derivations~~, and inflections~~.
b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. ~~Identify analogies and figurative language.~~ [Moved to SOL 6.4d]
c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
d) Identify and analyze figurative language. ~~Use word-reference materials.~~ [Moved to SOL 6.4e]
e) Use word-reference materials.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

~~6.4~~ 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.
b) Make, confirm, and revise predictions. ~~Use knowledge of narrative and poetic structures to aid comprehension and predict outcomes.~~
c) Describe how word choice and imagery contribute to the meaning of a text. ~~Describe the images created by language.~~
d) Describe cause~~-~~ and effect relationships and their impact on plot. ~~Describe how word choice and imagery contribute to the meaning of a text.~~ [Moved to SOL 6.5c]
~~e) Describe cause-effect relationships and their impact on plot.~~ [Moved to SOL 6.5d]
e) Use prior and background knowledge as context for new learning. ~~Use information stated explicitly in the text to draw conclusions and make inferences.~~ [Moved to SOL 6.5f]
f) Use information in the text to draw conclusions and make inferences. ~~Explain how character and plot development are used in a selection to support a central conflict or story line.~~ [Moved to SOL 6.5g]
g) Explain how character and plot development are used in a selection to support a central conflict or story line. ~~Paraphrase and summarize the main points in the text~~. [Moved to SOL 6.5i]
h) Identify the main idea.
i) Identify and summarize supporting details.
j) Identify and analyze the author's use of figurative language.
k) Identify transitional words and phrases that signal an author's organizational pattern.
l) Use reading strategies to monitor comprehension throughout the reading process.

~~6.5~~ 6.6 The student will read and demonstrate comprehension of a variety of ~~informational selections~~ nonfiction~~al~~ texts.

a) Use text structures such as type, headings, and graphics to predict and categorize information in both print and digital texts. ~~Identify questions to be answered.~~ [Moved to SOL 6.6c]
b) Use prior knowledge and build additional background knowledge as context for new learning. ~~Make, confirm, or revise predictions.~~ [Moved to SOL 6.6d]
c) Identify questions to be answered. ~~Use context to determine meanings of unfamiliar words and technical vocabulary.~~
d) Make, confirm, or revise predictions. ~~Draw conclusions and make inferences based on explicit and implied information.~~ [Moved to SOL 6.6e]
e) Draw conclusions and make inferences based on explicit and implied information. ~~Organize the main idea and details to form a summary.~~ [Moved to SOL 6.6g]
f) Differentiate between fact and opinion. ~~Compare and contrast information about one topic contained in different selections.~~ [Moved to SOL 6.6i]
g) Identify main idea. ~~Select informational sources appropriate for a given purpose.~~ [Moved to SOL 6.9]
h) Summarize supporting details.
i) Compare and contrast information about one topic, which may be contained in different selections.
j) Identify the author's organizational pattern.
k) Identify cause~~-~~ and effect relationships.
l) Use reading strategies to monitor comprehension throughout the reading process.

Writing

~~6.6~~ 6.7 The student will write narration, description, ~~and~~ exposition, and persuasion. ~~narratives, descriptions, and explanations.~~

a) Identify audience and purpose. ~~Use a variety of planning strategies to generate and organize ideas.~~ [Moved to SOL 6.7b]
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. ~~Establish central idea, organization, elaboration, and unity.~~ [Moved to SOL 6.7d]
c) Organize writing structure to fit mode or topic. ~~Select vocabulary and information to enhance the central idea, tone, and voice.~~ [Moved to SOL 6.7g]
d) Establish a central idea and organization. ~~Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.~~ [Moved to SOL 6.7h]
e) Compose a topic sentence or thesis statement if appropriate. ~~Revise writing for clarity.~~ [Moved to SOL 6.7i]
f) Write multiparagraph compositions with elaboration and unity.
g) Select vocabulary and information to enhance the central idea, tone, and voice.
h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
i) Revise sentences for clarity of content including specific vocabulary and information.
j) Use computer technology to plan, draft, revise, edit, and publish writing.

~~6.7~~ 6.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, ~~and~~ sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
b) Use subject-verb agreement with intervening phrases and clauses.
c) Use pronoun-antecedent agreement to include indefinite pronouns.
d) Maintain consistent ~~tense inflections~~ verb tense across paragraphs.
e) Eliminate double negatives. ~~Choose adverbs to describe verbs, adjectives, and other adverbs.~~ [Move to SOL 6.8g]
f) Use quotation marks with dialogue. ~~Use correct spelling for frequently used words.~~ [Move to SOL 6.8h]
g) Choose adverbs to describe verbs, adjectives, and other adverbs.
h) Use correct spelling for frequently used words.

Research

6.9 The student will find, evaluate, and select appropriate resources for a research product.

a) Collect information from multiple sources including online, print, and media.
b) Evaluate the validity and authenticity of texts.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Cite primary and secondary sources.
e) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

Grade Seven

The seventh-grade student will continue to develop oral communication skills and will become more knowledgeable of the effects of verbal and nonverbal behaviors in oral communication. The student will continue to read a wide variety of fiction, nonfiction, and poetry while becoming more independent and analytical. The student will continue to refine written composition skills, with special attention to word choice, organization, style, and grammar. Written explanations will utilize informational writing skills, and persuasive writing will be introduced. The student will continue vocabulary development through a study of figurative language and continuing study of roots, ~~and~~ affixes, and cognates. Knowledge of the ~~impact~~ informative/persuasive techniques of media messages ~~on public opinion~~ will be ~~introduced~~ studied. The student will ~~increase proficiency in the use of print and electronic information resources and will learn ways to give credit to reference sources~~ apply research techniques to gather, organize, and communicate information, properly citing sources. The student will also demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

7.1 The student will ~~give and seek information~~ participate in and contribute to conversations, ~~in~~ group discussions, and ~~in~~ oral presentations.

a) Communicate ideas and information orally in an organized and succinct manner. ~~Use oral vocabulary and style appropriate for listeners.~~
b) Ask probing questions to seek elaboration and clarification of ideas. ~~Communicate ideas and information orally in an organized and succinct manner.~~ [Moved to SOL 7.1a]
c) Make statements to communicate agreement or tactful disagreement with others' ideas. ~~Ask probing questions to seek elaboration and clarification of ideas.~~ [Moved to SOL 7.1b]
d) Use language and style appropriate to audience, topic, and purpose. ~~Make supportive statements to communicate agreement with or acceptance of others' ideas.~~ [Moved to SOL 7.1c]
e) Use a variety of strategies to listen actively. ~~Use grammatically correct language and vocabulary appropriate to audience, topic, and purpose.~~ [Moved to SOL 7.1d]

7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
c) Compare/contrast a speaker's verbal and nonverbal messages.

7.3 The student will understand the elements of media literacy. ~~The student will describe persuasive messages in nonprint media, including television, radio, and video.~~ [Moved to SOL 7.3a]

a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
b) Distinguish between fact~~,~~ ~~and~~ opinion~~,~~ and between evidence~~,~~ and inference.
c) Describe how word choice and visual images convey~~s~~ a viewpoint.
d) Compare and contrast the techniques in auditory, visual, and written media messages.
e) Craft and publish audience-specific media messages.

Reading

7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

a) Identify word origins and derivations. ~~Use roots and affixes to expand vocabulary.~~ [Moved to SOL 7.4b]
b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary. ~~Recognize analogies and figurative language~~. [Moved to SOL 7.4c]
c) Identify and analyze figurative language. ~~Identify connotations.~~ [Moved to SOL 7.4d]
d) Identify connotations.
e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
b) Compare and contrast various forms and genres of fictional text. ~~Compare and contrast forms, including short stories, novels, plays, folk literature, poetry, essays, and biographies.~~
c) Identify conventional elements and characteristics of a variety of genres. ~~Describe the impact of word choice, imagery, and poetic devices~~. [Moved to SOL 7.5d]
d) Describe the impact of word choice, imagery, and literary devices including figurative language. ~~Explain how form, including rhyme, rhythm, repetition, line structure, and punctuation, conveys the mood and meaning of a poem.~~ [Move to Curriculum Framework]
e) Make, confirm, and revise predictions. ~~Draw conclusions based on explicit and implied information.~~ [Moved to SOL 7.5g]
f) Use prior and background knowledge as a context for new learning. ~~Make inferences based on explicit and implied information.~~ [Moved to SOL 7.5g]
g) Make inferences and draw conclusions based on the text. ~~Summarize text~~. [Moved to SOL 7.5i]
h) Identify the main idea.
i) Summarize text relating supporting details.
j) Identify the author's organizational pattern.
k) Identify cause~~-~~ and effect relationships.
l) Use reading strategies to monitor comprehension throughout the reading process.

7.6 The student will read and demonstrate comprehension of a variety of ~~informational~~ nonfiction~~al~~ texts.

a) Use prior and background knowledge as a context for new learning. ~~Use knowledge of text structures to aid comprehension.~~ [Moved to SOL 7.6b]
b) Use text structures to aid comprehension. ~~Use knowledge of words and phrases that signal an author's organizational pattern to aid comprehension.~~ [Moved to SOL 7.6c]
c) Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases. ~~Distinguish fact from opinion in newspapers, magazines, and other print media.~~ [Moved to SOL 7.6e]
d) Draw conclusions and make inferences on explicit and implied information. ~~Identify the source, viewpoint, and purpose of texts.~~ [Moved to SOL 7.6f]
e) Differentiate between fact and opinion. ~~Describe how word choice and language structure convey an author's viewpoint.~~ [Moved to SOL 7.6g]
f) Identify the source, viewpoint, and purpose of texts. ~~Summarize what is read.~~ [Moved to SOL 7.6i]
g) Describe how word choice and language structure convey an author's viewpoint. ~~Organize and synthesize information for use in written and oral presentations.~~ [Moved to SOL 7.6k]
h) Identify the main idea.
i) Summarize text identifying supporting details.
j) Identify cause~~-~~and effect relationships.
k) Organize and synthesize information for use in written formats.
l) Use reading strategies to monitor comprehension throughout the reading process.

~~7.7~~ ~~The student will apply knowledge of appropriate reference materials.~~ [Moved to SOL 7.9]

~~a) Use print and electronic sources to locate information in books and articles.~~
~~b) Use graphic organizers to organize information.~~
~~c) Synthesize information from multiple sources.~~
~~d) Credit primary and secondary sources.~~

Writing

~~7.8~~ 7.7 The student will ~~develop narrative, expository, and persuasive writing~~ write in a variety of forms with an emphasis on exposition, narration, and persuasion.

a) Identify intended audience. ~~Apply knowledge of prewriting strategies.~~ [Moved to SOL 7.7 b]
b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas. ~~Elaborate the central idea in an organized manner.~~ [Moved to SOL 7.7d]
c) Organize writing structure to fit mode or topic. ~~Choose vocabulary and information that will create voice and tone.~~ [Moved SOL to 7.7g]
d) Establish a central idea and organization. ~~Use clauses and phrases to vary sentences.~~ [Moved SOL to 7.7i]
e) Compose a topic sentence or thesis statement. ~~Revise writing for clarity and effect.~~ [Moved to SOL 7.7j]
f) Write multiparagraph compositions with unity elaborating the central idea. ~~Use a word processor to plan, draft, revise, edit, and publish selected writings.~~ [Moved to SOL 7.7k]
g) Select vocabulary and information to enhance the central idea, tone, and voice.
h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
i) Use clauses and phrases for sentence variety.

j) Revise sentences for clarity of content including specific vocabulary and information.
k) Use computer technology to plan, draft, revise, edit, and publish writing.

~~7.9~~ 7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
b) Choose appropriate adjectives and adverbs to enhance writing. ~~Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.~~ [Move to SOL 7.8f]
c) Use pronoun-antecedent agreement to include indefinite pronouns. ~~Choose pronouns to agree with antecedents.~~
d) Use subject-verb agreement with intervening phrases and clauses.
e) Edit for verb tense consistency and point of view.
f) Demonstrate understanding of sentence formation by identifying the eight parts of speech and their functions in sentences.
g) Use quotation marks with dialogue.
h) Use correct spelling for commonly used words.

Research

7.9 The student will apply knowledge of appropriate reference materials to produce a research product.

a) Collect and organize information from multiple sources including online, print and media.
b) Evaluate the validity and authenticity of sources.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Cite primary and secondary sources.
e) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

Grade Eight

The eighth-grade student will learn and apply interviewing techniques developing and delivering oral presentations in groups and individually. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking. Students will evaluate, analyze, develop and produce media messages. The student will plan, draft, revise, and edit writing, with emphasis on exposition and persuasion. The student will apply reading and writing skills in all subjects, as well as respond critically to literature. The student will continue development of vocabulary, with attention to connotations and figurative language. ~~The student will become a skillful interpreter of the persuasive strategies used in print and mass media.~~ The student will continue to develop an appreciation for ~~literature~~ literary genres through a study of a wide variety of selections. The student will describe themes, make inferences ~~or inferred main ideas~~, interpret cause~~-~~and effect relationships, differentiate between fact and opinion, and draw conclusions from a variety of ~~literary and informational selections~~ texts.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

8.1 The student will use interviewing techniques to gain information.

a) Prepare and ask relevant questions for the interview.
b) Make notes of responses.
c) Compile, ~~and~~ accurately report, and publish responses.
d) Evaluate the effectiveness of the interview.

8.2 The student will develop and deliver oral presentations in groups and individually.

a) Choose topic and purpose appropriate to the audience.
b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
c) Use appropriate verbal and nonverbal presentation skills.
d) Respond to audience questions and comments.
e) Differentiate between standard English and informal language. ~~Use grammatically correct language.~~
f) Critique oral presentations.
g) Assume shared responsibility for collaborative work.
h) Use a variety of strategies to listen actively.

8.3 The student will analyze, develop, and produce creative or informational ~~mass~~ media messages.

a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations. ~~Describe the possible cause-effect relationships between mass media coverage and public opinion trends.~~ [Moved to SOL 9.2c]
c) Use media and visual literacy skills to create products that express new understandings. ~~Evaluate sources, including advertisements, editorials, and feature stories, for relationships between intent and factual content.~~ [Moved to SOL 8.3d]
d) Evaluate sources for relationships between intent and factual content.
~~e) Monitor, analyze, and use multiple streams of simultaneous information.~~

Reading

8.4 The student will apply knowledge of word origins, ~~derivations, inflections,~~ analogies, and figurative language to extend vocabulary development within authentic texts.

a) Identify and analyze an author's use of figurative language. ~~Identify simile, metaphor, personification, hyperbole, and analogy~~. [Move to Curriculum Framework]
b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.
c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.
d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words.
e) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.

8.5 The student will read and analyze a variety of ~~narrative and poetic forms~~ fictional texts, narrative nonfiction, and poetry.

a) Explain the use of symbols and figurative language.
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. ~~Describe inferred main ideas or themes, using evidence from the text as support.~~
c) ~~Describe Identify~~ Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
d) Understand the author's use of conventional elements and characteristics within a variety of genres. ~~Compare and contrast the use of the poetic elements of word choice, dialogue, form, rhyme, rhythm, and voice.~~ [Moved to SOL 8.5e]
e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. ~~Compare and contrast authors' styles.~~ [Moved to SOL 8.5f]
f) Compare and contrast authors' styles.
g) Identify and ask ~~significant~~ questions that clarify various viewpoints.
h) Identify the main idea.
i) Summarize text relating supporting details.
j) Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases.
k) Identify cause~~-~~and effect relationships.
l) Use prior and background knowledge as a context for new learning.
m) Use reading strategies to monitor comprehension throughout the reading process.

8.6 The student will read, comprehend, and analyze a variety of ~~informational~~ nonfiction~~al~~ texts ~~sources~~.

a) Draw on background knowledge and knowledge of text structure to understand selections.
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. ~~Analyze the author's credentials, viewpoint, and impact.~~ [Moved to SOL 8.6c]
c) Analyze the author's qualifications, viewpoint, and impact. ~~Analyze the author's use of text structure and word choice.~~ [Moved to SOL 8.6d]
d) Analyze the author's use of text structure and word choice. ~~Analyze details for relevance and accuracy.~~ [Moved to SOL 8.6e]
e) Analyze details for relevance and accuracy. ~~Read and follow instructions to complete an assigned task.~~
f) Differentiate between fact and opinion. ~~Summarize and critique text.~~ [Moved to SOL 8.6h]
g) Identify the main idea. ~~Evaluate and synthesize information to apply in written and oral presentations.~~ [Moved to SOL 8.6k]
h) Summarize the text identifying supporting details. ~~Draw conclusions based on explicit and implied information.~~ [Moved to SOL 8.6b]
i) Identify an author's organizational pattern using ~~textural~~ textual clues, such as transitional words and phrases. ~~Make inferences based on explicit and implied information.~~ [Moved to SOL 8.6b]
j) Identify cause~~-~~ and effect relationships.
k) Evaluate, organize, and synthesize information for use in written and oral formats.
l) Use reading strategies to monitor comprehension throughout the reading process.

Writing

8.7 The student will write in a variety of forms, including ~~narrative, expository, persuasive~~, narration, exposition, persuasion, and informational.

a) Identify intended audience. ~~Use prewriting strategies to generate and organize ideas.~~ [Moved to SOL 8.7b]
b) Use prewriting strategies to generate and organize ideas. ~~Organize details to elaborate the central idea.~~ [Moved to SOL 8.7d]
c) Distinguish between a thesis statement and a topic sentence. ~~Select specific vocabulary and information.~~ [Moved to SOL 8.6e]
d) Organize details to elaborate the central idea and provide unity. ~~Revise writing for word choice, sentence variety, and transitions among paragraphs.~~ [Moved to SOL 8.7g]
e) Select specific vocabulary and information for audience and purpose. ~~Use available technology.~~ [Moved to new SOL 8.7h]
f) Use interview quotations as evidence.
g) Revise writing for clarity of content, word choice, sentence variety, and transitions among paragraphs.
h) Use computer technology to plan, draft, revise, edit, and publish writing.

8.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
b) Use and punctuate correctly varied sentence structures to include conjunctions and transition words.
c) Choose the correct case and number for pronouns in prepositional phrases with compound objects.
d) Maintain consistent verb tense across paragraphs.
e) Use comparative and superlative degrees in adverbs and adjectives.
f) Use quotation marks with dialogue and direct quotations.
g) Use correct spelling for frequently used words.

Research

8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

a) Collect and synthesize information from multiple sources including online, print and media.
b) Evaluate the validity and authenticity of texts.
c) Use technology as a tool to research, organize, evaluate, and communicate information.
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
f) Publish findings and respond to feedback.
g) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

Grade Nine

The ninth-grade student will ~~plan~~ make planned oral presentations independently and in small groups ~~present, and critique dramatic readings of literary selections~~. Knowledge of the impact that informative/persuasive techniques in media messages make on public opinion will be introduced. The student will continue development of vocabulary, with attention to connotations, idioms, and allusions. Knowledge of literary terms and ~~forms~~ genres will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary ~~works~~ texts. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and ~~a standard style sheet method to cite reference sources~~ other media. Students will cite sources of information using a standard method of documentation. The student will distinguish between reliable and questionable ~~Internet~~ sources of information. Writing will encompass narrative, ~~literary~~, expository, and ~~informational~~ persuasive forms ~~, with particular attention to analysis~~ for a variety of purposes and audiences. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

~~9.1~~ ~~The student will plan, present, and critique dramatic readings of literary selections.~~

~~a) Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.~~

~~b) Adapt presentation techniques to fit literary form.~~

~~c) Use verbal and nonverbal techniques for presentation.~~

~~d) Evaluate impact of presentation.~~ [Moved to SOL 9.1f]

~~9.2~~ 9.1 The student will make planned oral presentations independently and in small groups.

a) Include definitions to increase clarity.

b) Use relevant details to support main ideas.

c) Illustrate main ideas through anecdotes and examples.

d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. ~~Cite information sources.~~ [Moved to SOL 9.1g]

e) Use verbal and nonverbal techniques for presentation. ~~Make impromptu responses to questions about presentation.~~ [Moved to SOL 9.1h]

f) Evaluate impact and purpose of presentation. ~~Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.~~ [Moved to SOL 9.1d]

g) Credit information sources.

h) Give impromptu responses to questions about presentation.

i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.

j) Use a variety of strategies to listen actively.

k) Summarize and evaluate information presented orally by others.

l) Assume shared responsibility for collaborative work.

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

a) Analyze and interpret special effects used in media messages including television, film, and Internet.
b) Determine the purpose of the media message and its effect on the audience.
c) Describe possible cause-and effect relationships between mass media coverage and public opinion trends.
d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
e) Monitor, analyze, and use multiple streams of simultaneous information.

Reading ~~Analysis~~

~~9.3 The student will read and analyze a variety of literature.~~

~~a) Identify format, text structure, and main idea.~~ [Moved to SOL 9.4a]
~~b) Identify the characteristics that distinguish literary forms~~. [Moved to SOL 9.4c]
~~c) Use literary terms in describing and analyzing selections.~~ [Moved to SOL 9.4d]
~~d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme~~. [Moved to SOL 9.4e]
~~e) Explain the relationship between the author's style and literary effect.~~ [Moved to SOL 9.4h]
~~f) Describe the use of images and sounds to elicit the reader's emotions.~~
~~g) Explain the influence of historical context on the form, style, and point of view of a written work.~~ [Moved to SOL 9.4i]

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
b) Use context, structure, and connotations to determine meanings of words and phrases.
c) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
d) Identify the meaning of common idioms.
e) Identify literary and classical allusions and figurative language in text.
f) Extend general and specialized vocabulary through speaking, reading, and writing.
g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

~~9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies~~. [Moved to SOL 9.5]

~~a) Identify a position/argument to be confirmed, disproved, or modified~~. [Moved to SOL 9.5e]
~~b) Evaluate clarity and accuracy of information.~~ [Moved to SOL 9.5f]
~~c) Synthesize information from sources and apply it in written and oral presentations.~~ [Moved to SOL 9.5j]
~~d) Identify questions not answered by a selected text.~~
~~e) Extend general and specialized vocabulary through speaking, reading, and writing.~~
~~f) Read and follow instructions to complete an assigned project or task.~~ [Moved to SOL 9.5g]

9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.

a) Identify author's main idea and purpose.
b) Summarize text relating supporting details.
c) Identify the characteristics that distinguish literary forms.
d) Use literary terms in describing and analyzing selections.
e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.
g) Analyze the cultural or social function of a literary text.
h) Explain the relationship between the author's style and literary effect.
i) Explain the influence of historical context on the form, style, and point of view of a written work.
j) Compare and contrast author's use of literacy elements within a variety of genres.
k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.
l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.
m) Use reading strategies to monitor comprehension throughout the reading process.

~~9.5~~ ~~The student will read dramatic selections.~~ [Moved to SOL 9.4]

~~a) Identify the two basic parts of drama: staging and scripting.~~
~~b) Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.~~
~~c) Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.~~

9.5 The student will read and analyze a variety of nonfiction~~al~~ texts.

a) Recognize an author's intended purpose for writing and identify the main idea.
b) Summarize text relating supporting details.
c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
d) Identify characteristics of expository, technical, and persuasive texts.
e) Identify a position/argument to be confirmed, disproved, or modified.
f) Evaluate clarity and accuracy of information.
g) Analyze and synthesize information in order to solve problems, answer questions or complete a task.
h) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support as evidence.
i) Differentiate between fact and opinion.
j) Organize and synthesize information from sources for use in written and oral presentations.
k) Use the reading strategies to monitor comprehension throughout the reading process.

Writing

9.6 The student will develop narrative, expository, ~~informational,~~ and persuasive writings ~~to inform, explain, analyze, or entertain~~ for a variety of audiences and purposes.

a) Generate, gather, and organize ideas for writing.
b) Plan and organize writing to address a specific audience and purpose.
c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.
d) Write clear, varied sentences using specific vocabulary and information.
e) Elaborate ideas clearly through word choice and vivid description. ~~Use specific vocabulary and information.~~ [Moved to SOL 9.6d]
f) Arrange paragraphs into a logical progression.
g) Use transitions between paragraphs and ideas. ~~Revise writing for clarity.~~ [Moved to SOL 9.6h]
h) Revise writing for clarity of content, accuracy and depth of information. ~~Proofread and prepare final product for intended audience and purpose~~ [Moved to SOL 9.6i]
i) Use computer technology to plan, draft, revise, edit, and publish writing.

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
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.
e) Distinguish between active and passive voice.
f) Proofread and edit writing for intended audience and purpose.

Research

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product ~~credit the sources of both quoted and paraphrased ideas~~. [Moved to SOL 9.8f]

a) Use technology as a tool for research to organize, evaluate, and communicate information. ~~Define the meaning and consequences of plagiarism.~~ [Moved to SOL 9.8h]
b) Narrow the focus of a search. ~~Distinguish one's own ideas from information created or discovered by others.~~ [Moved to SOL 9.8h]
c) Find, evaluate, and select appropriate sources to access information and answer questions. ~~Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.~~ [Moved to SOL 9.8g]
d) Verify the validity and accuracy of all information.
e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
f) Credit the sources of quoted, paraphrased, and summarized ideas.
g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
h) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

~~9.9~~ ~~The student will use print, electronic databases, and online resources to access information.~~ [Move to SOL 9.8]

~~a)~~ ~~Identify key terms specific to research tools and processes.~~

~~b)~~ ~~Narrow the focus of a search~~. [Moved to SOL 9.8b]

~~c)~~ ~~Scan and select resources.~~ [Moved to SOL 9.8c]

~~d)~~ ~~Distinguish between reliable and questionable Internet sources and apply responsible use of technology~~. [Moved to SOL 9.8d]

Grade Ten

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will examine, analyze and produce media messages. The student will continue development of vocabulary, with attention to connotations, idioms, allusions, and evolution of language. The student will read and ~~critique~~ analyze literary ~~works~~ texts from a variety of eras and cultures. Attention will be given to the analysis of ~~consumer information, such as labels, owners' manuals, warranties, and contracts~~ nonfiction~~al~~ texts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.
The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

a) Assume responsibility for specific group tasks.
b) ~~Participate~~ Collaborate in the preparation ~~of an outline~~ or summary of the group activity.
c) Include all group members in oral presentation.
d) ~~Use grammatically correct language, including~~ Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
g) Access, ~~and~~ critically evaluate, ~~information~~ and use information accurately to solve problems.
h) Evaluate one's own role in preparation and delivery of oral reports.
i) Use a variety of strategies to listen actively.
j) Analyze and interpret other's presentations.
k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

~~10.2~~ ~~The student will critique oral reports of small-group learning activities.~~ [Moved to SOL 10.1]

~~a) Evaluate one's own role in preparation and delivery of oral reports.~~ [Moved to SOL 10.1h]
~~b) Evaluate effectiveness of group process in preparation and delivery of oral reports.~~ [Moved to SOL 10.1j]

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

a) Use media, visual literacy, and technology skills to create products.
b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
c) Determine the author's purpose and intended effect on the audience for media messages.
d) Identify the tools and techniques used to achieve the intended focus.

Reading ~~Analysis~~

~~10.3~~ ~~The student will read, comprehend, and critique literary works.~~[Moved to SOL 10.4]

- ~~a) Identify text organization and structure.~~
- ~~b) Identify main and supporting ideas.~~
- ~~c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.~~
- ~~d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.~~
- ~~e) Identify universal themes prevalent in the literature of different cultures.~~
- ~~f) Examine a literary selection from several critical perspectives.~~

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
- d) Identify the meaning of common idioms.
- e) Identify literary and classical allusions and figurative language in text.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
- g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

~~10.4~~ ~~The student will read and interpret informational materials.~~ [Moved to SOL 10.5]

- ~~a) Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.~~
- ~~b) Skim manuals or informational sources to locate information.~~
- ~~c) Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.~~

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

a) Identify main and supporting ideas.
b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
d) Analyze the cultural or social function of literature.
e) Identify universal themes prevalent in the literature of different cultures.
f) Examine a literary selection from several critical perspectives.
g) Explain the influence of historical context on the form, style, and point of view of a literary text.
h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
i) Compare and contrast literature from different cultures and eras.
j) Distinguish between a critique and a summary.
k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.
l) Compare and contrast character development in a play to characterization in other literary forms.
m) Use reading strategies to monitor comprehension throughout the reading process.

~~10.5~~ ~~The student will read and analyze a variety of poetry.~~ [Moved to SOL 10.4]

~~a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.~~
~~b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.~~
~~c) Interpret and paraphrase the meaning of selected poems.~~

10.5 The student will read, interpret, analyze, and evaluate nonfiction~~al~~ texts.

a) Identify text organization and structure.
b) Recognize an author's intended audience and purpose for writing.
c) Skim manuals or informational sources to locate information.
d) Compare and contrast informational texts.
e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
f) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support as evidence.
g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
h) Use reading strategies throughout the reading process to monitor comprehension.

~~10.6~~ ~~The student will read and critique dramatic selections.~~ [Moved to SOL 10.4]

~~a)~~ ~~Explain the use of asides, soliloquies, and monologues in the development of a single character.~~

~~b)~~ ~~Compare and contrast character development in a play to characterization in other literary forms.~~

Writing

~~10.7~~ 10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.

a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

b) Synthesize information to support the thesis. ~~Elaborate ideas clearly through word choice and vivid description.~~ [Moved to SOL 10.6c]

c) Elaborate ideas clearly through word choice and vivid description. ~~Write clear and varied sentences.~~ [Moved to SOL 10.6d]

d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence. ~~Organize ideas into a logical sequence.~~ [Moved to SOL 10.6e]

e) Organize ideas into a logical sequence using transitions. ~~Revise writing for clarity of content and presentation.~~ [Moved to SOL 10.6f]

f) Revise writing for clarity of content, accuracy, and depth of information. ~~Proofread and prepare final product for intended audience and purpose.~~ [Moved to SOL 10.7h]

g) Use computer technology to plan, draft, revise, edit, and publish writing.

~~10.8~~10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Distinguish between active and passive voice. ~~Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.~~ [Moved to SOL 10.7c]

b) Apply rules governing use of the colon.

c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. ~~Distinguish between active and passive voice.~~ [Moved to SOL 10.7a]

d) Differentiate between in-text citations and works cited on the bibliography page.

e) Analyze the writing of others.

f) Describe how the author accomplishes the intended purpose of a piece of writing.

g) Suggest how writing might be improved.

h) Proofread and edit final product for intended audience and purpose.

~~10.9~~ ~~The student will critique professional and peer writing.~~ [Moved to SOL 10.6]

~~a)~~ ~~Analyze the writing of others.~~ [Moved to SOL 10.7e]

~~b)~~ ~~Describe how the author accomplishes the intended purpose of a writing.~~ [Moved to SOL 10.7f]

~~c)~~ ~~Suggest how writing might be improved.~~ [Moved to SOL 10.7g]

~~10.10~~ ~~The student will use writing to interpret, analyze, and evaluate ideas.~~ [Moved to 10.6]

~~a)~~ ~~Explain concepts contained in literature and other disciplines.~~

~~b)~~ ~~Translate concepts into simpler or more easily understood terms.~~

Research

~~10.11~~ 10.8 The student will collect, evaluate, organize, and present information to create a research product.

a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information. ~~Organize information from a variety of sources.~~
b) Develop the central idea or focus.
c) Verify the accuracy, validity, and usefulness of information.
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. ~~Credit sources for both quoted and paraphrased ideas.~~ [Moved to SOL 10.8e]
e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). ~~Present information in an appropriate format, such as an oral presentation, written report, or visual product.~~
f) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information. ~~Use technology to access information, organize ideas, and develop writing.~~ [Moved to SOL 10.8a]

Grade Eleven

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of ~~the~~ history and culture. Students will also use nonfiction texts to draw conclusions and make inferences citing ~~textural~~ textual support. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive ~~compositions~~ writings by locating, evaluating, synthesizing, and ~~citing~~ documenting ~~applicable~~ information ~~with careful attention to organization and accuracy~~ following ethical and legal guidelines.
* The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

11.1 The student will make informative and persuasive presentations.
- a) Gather and organize evidence to support a position.
- b) Present evidence clearly and convincingly.
- c) Address counterclaims. ~~Support and defend ideas in public forums.~~ [Moved to SOL 11.1d]
- d) Support and defend ideas in public forums. ~~Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.~~ [Moved to SOL 11.1e]
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) Monitor listening and use a variety of active listening strategies to make evaluations.
- g) Use presentation technology.
- h) Collaborate and report on small-group learning activities.

~~11.2~~ ~~The student will analyze and evaluate informative and persuasive presentations.~~
- ~~a) Critique the accuracy, relevance, and organization of evidence.~~
- ~~b) Critique the clarity and effectiveness of delivery.~~

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
- a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
- b) Use media, visual literacy, and technology skills to create products.
- c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- d) Determine the author's purpose and intended effect on the audience for media messages.

Reading ~~Analysis~~

~~11.3~~ ~~The student will read and analyze relationships among American literature, history, and culture.~~ [Moved to SOL 11.4]

- ~~a) Describe contributions of different cultures to the development of American literature.~~
- ~~b) Compare and contrast the development of American literature in its historical context.~~
- ~~c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.~~
- ~~d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.~~

11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
- d) Identify the meaning of common idioms.
- e) Identify literary and classical allusions and figurative language in text.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
- g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

~~11.4~~ ~~The student will read and analyze a variety of informational materials.~~ [Moved to SOL 11.5]

- ~~a) Use information from texts to clarify or refine understanding of academic concepts.~~
- ~~b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.~~
- ~~c) Apply concepts and use vocabulary in informational and technical materials to complete a task.~~
- ~~d) Generalize ideas from selections to make predictions about other texts.~~
- ~~e) Analyze information from a text to draw conclusions.~~

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

- a) Describe contributions of different cultures to the development of American literature.
- b) Compare and contrast the development of American literature in its historical context.
- c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
- d) Analyze the social or cultural function of American literature.
- e) Analyze how context and language structures convey an author's intent and viewpoint.
- f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
- g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
- h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
- i) Read and analyze a variety of American dramatic selections.
- j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
- k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

~~11.5~~ ~~The student will read and critique a variety of poetry.~~ [Moved to SOL 11.4]

~~a) Analyze the poetic elements of contemporary and traditional poems.~~

~~b) Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.~~

~~c) Compare and contrast the works of contemporary and past American poets.~~

11.5 The student will read and analyze a variety of nonfiction~~al~~ texts.

a) Use information from texts to clarify understanding of concepts.

b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.

c) Generalize ideas from selections to make predictions about other texts.

d) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support.

e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

f) Identify false premises in persuasive writing.

g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

~~11.6~~ ~~The student will read and critique a variety of dramatic selections.~~ [Moved to SOL 11.4]

~~a) Describe the dramatic conventions or devices used by playwrights to present ideas.~~

~~b) Compare and evaluate adaptations and interpretations of a script for stage, film, or television.~~

~~c) Explain the use of verbal, situational, and dramatic irony.~~

Writing

~~11.7~~ 11.6 The student will write in a variety of forms, with an emphasis on persuasion.

a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. ~~Develop a focus for writing.~~

c) Organize ideas in a sustained and logical manner. ~~Evaluate and cite applicable information~~. [Moved to SOL 11.7a]

d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. ~~Organize ideas in a logical manner~~. [Moved to SOL 11.6c]

e) Adapt content, vocabulary, voice and tone to audience, purpose, and situation. ~~Elaborate ideas clearly and accurately.~~ [Moved to SOL 11.6d]

f) Revise writing for clarity of content, accuracy and depth of information. ~~Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.~~ [Moved to SOL 11.6e]

g) Use computer technology to plan, draft, revise, edit, and publish writing. ~~Revise writing for accuracy and depth of information.~~ [Moved to SOL 11.6f]

h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. ~~Proofread final copy and prepare document for intended audience and purpose~~. [Moved to SOL 11.7f]

~~11.8~~ 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. ~~Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.~~ [Moved to SOL 11.8]

b) Use verbals and verbal phrases to achieve sentence conciseness and variety.

c) Distinguish between active and passive voice. ~~Adjust sentence and paragraph structures for a variety of purposes and audiences.~~ [Moved to SOL 11.7e]

d) Differentiate between in-text citations and works cited on the bibliography page.

e) Adjust sentence and paragraph structures for a variety of purposes and audiences.

f) Proofread and edit writing for intended audience and purpose.

~~11.9~~ ~~The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.~~ [Moved to 11.7]

~~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.~~

~~e) Use technology to access information, organize ideas, and develop writing.~~

Research

~~11.10~~ 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

a) Use technology as a tool to research, organize, evaluate, and communicate information. ~~Narrow a topic.~~ [Moved to SOL 11.8b]
b) Narrow a topic and ~~D~~develop a plan for research.
c) Collect information to support a thesis.
d) Critically evaluate quality, ~~and~~ accuracy, and validity of information.
e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. ~~Synthesize information in a logical sequence.~~ [Moved to SOL 11.8f]
f) Synthesize and present information in a logical sequence. ~~Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).~~ [Moved to SOL 11.8g]
g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). ~~Edit writing for clarity of content and effect.~~ [Moved to 11.8h]
h) Revise writing for clarity of content, accuracy, and depth of information. ~~Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.~~ [Moved to SOL 11.8i]
i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. ~~Proofread final copy and prepare document for publication or submission.~~
j) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information. ~~Use technology to access information, organize ideas, and develop writing.~~

Grade Twelve

The twelfth-grade student will use organizational skills~~, audience awareness, appropriate vocabulary and grammar,~~ and both verbal and nonverbal presentation skills to plan and deliver an effective ~~5 to 10 minute~~ oral presentation, choosing language and tone appropriate to the audience and purpose. Students will use technology and understanding of media to create, organize, and display knowledge in ways others can access, view, and use. The student will expand general and specialized vocabulary through speaking, listening, reading, and viewing. The student will analyze British literature and literature of other cultures, ~~with attention to the many classic works which may be studied~~ recognizing major literary forms and their elements. Using nonfiction~~al~~ texts, students will analyze and synthesize information to solve problems. Writing will include the production of informational, ~~and~~ expository, and persuasive/argumentative papers, ~~which are organized~~ logically organized demonstrating knowledgeable judgments and effective conclusions ~~and contain clear and accurate ideas~~. The student will also produce a well-documented major research ~~paper~~ product, ~~using a standard method of documentation~~ by locating, evaluating, synthesizing, and documenting information following ethical and legal guidelines. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.
The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.

~~Oral Language~~ Communication: Speaking, Listening, Media Literacy

12.1 The student will make a ~~5 to 10 minute~~ [Move to Curriculum Framework] formal oral presentation in a group or individually.

a) Choose the purpose of the presentation ~~to defend a position, to entertain an audience, or to explain information~~.
b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. ~~Use a well-structured narrative or logical argument.~~
c) Use details, illustrations, statistics, comparisons, and analogies to support ~~purposes~~ the presentation.
d) Use media, visual literacy, and technology skills to create and support the presentation. ~~Use visual aids or technology to support presentation~~
e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
f) Collaborate and report on small group learning activities.
g) Evaluate formal presentations including personal, digital, visual, ~~textural,~~ textual, and technological.
h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
i) Critique effectiveness of presentations.

~~12.2~~ ~~The student will evaluate formal presentations.~~ [Moved to SOL 12.1g]

~~a)~~ ~~Critique relationships among purpose, audience, and content of presentations.~~ [Moved to SOL 12.1h]
~~b)~~ ~~Critique effectiveness of presentations.~~ [Moved to SOL 12.1i]

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
b) Determine the author's purpose and intended effect on the audience for media messages.

Reading ~~Analysis~~

~~12.3~~ ~~The student will read and analyze the development of British literature and literature of other cultures.~~ [Moved to SOL 12.4]

- ~~a) Recognize major literary forms and their elements.~~
- ~~b) Recognize the characteristics of major chronological eras.~~
- ~~c) Relate literary works and authors to major themes and issues of their eras~~.

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the ~~connotative power of words~~ connotation.
- d) Identify the meaning of common idioms, literary and classical allusions in text.
- e) Expand general and specialized vocabulary through speaking, reading, and writing.
- f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

~~12.4~~ ~~The student will read and analyze a variety of informational materials, including electronic resources.~~ [Moved to SOL 12.5]

- ~~a) Identify formats common to new publications and information resources.~~
- ~~b) Recognize and apply specialized informational vocabulary.~~
- ~~c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.~~
- ~~d) Evaluate the quality of informational and technical materials.~~

12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.

- a) Compare and contrast the development of British literature in its historical context.
- b) Recognize major literary forms and their elements.
- c) Recognize the characteristics of major chronological eras.
- d) Relate literary works and authors to major themes and issues of their eras.
- e) Analyze the social and cultural function of British literature.
- f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
- g) Compare and contrast traditional and contemporary poems from many cultures.
- h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.
- i) Compare and contrast dramatic elements of plays from American, British, and other cultures.

~~12.5~~ ~~The student will read and critique a variety of poetry.~~ [Moved to SOL 12.4]

- ~~a) Explain how the choice of words in a poem creates tone and voice.~~
- ~~b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.~~
- ~~c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.~~
- ~~d) Compare and contrast traditional and contemporary works of poets from many cultures.~~

12.5 The student will read and analyze a variety of nonfiction~~al~~ texts.

a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
e) Identify false premises in persuasive writing.
f) Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support.

~~12.6~~ ~~The student will read and critique dramatic selections from a variety of authors.~~

~~a) Describe the conflict, plot, climax, and setting.~~ [Moved to SOL 12.4]
~~b) Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.~~
~~c) Identify the most effective elements of selected plays.~~
~~d) Compare and contrast dramatic elements of plays from American, British, and other cultures.~~

Writing

~~12.7~~ 12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
b) Produce arguments in writing that develop a thesis ~~that~~ to demonstrate~~s~~ knowledgeable judgments, address~~es~~ counterclaims, and provide~~s~~ effective conclusions. ~~Consider audience and purpose when planning for writing~~. [Moved to SOL 12.6a and SOL 12.6d]
c) Clarify and defend a position with precise and relevant evidence. ~~Write analytically about literary, informational, and visual materials.~~
d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. ~~Elaborate ideas clearly and accurately.~~ [Moved to SOL 12.6c]
e) Use a variety of rhetorical strategies to accomplish a specific purpose. ~~Revise writing for depth of information and technique of presentation.~~ [Moved to SOL 12.6g]
f) Create arguments free of errors in logic and externally supported. ~~Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.~~ [Moved to SOL 12.7b]
g) Revise writing for clarity of content, depth of information and technique of presentation. ~~Proofread final copy and prepare document for publication or submission.~~ [Moved to SOL 12.7]
h) Use computer technology to plan, draft, revise, edit, and publish writing.

12.7 The student will write, revise, and edit writing.

a) Edit, proofread, and prepare writing for intended audience and purpose.
b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

Research

12.8 The student will write documented research papers.

a) Use technology as a tool to research, organize, evaluate, and communicate information. ~~Identify and understand the ethical issues of research and documentation.~~ [Moved to SOL 12.8h]
b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. ~~Evaluate the accuracy and usefulness of information.~~ [Moved to SOL 12.8c]
c) Critically evaluate the accuracy, quality, and validity of the information. ~~Synthesize information to support the thesis.~~ [Moved to SOL 12.8d]
d) Synthesize information to support the thesis and ~~P~~present information in a logical manner.
e) Cite sources ~~of information,~~ for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
f) Revise writing for clarity, depth of information, and technique of presentation. ~~Edit copies for correct use of language, spelling, punctuation, and capitalization.~~ [Moved to SOL 12.8g]
g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English. ~~Proofread final copy and prepare document for publication or submission.~~
h) Define the meaning and consequences of plagiarism and follow~~ing~~ ethical and legal guidelines for gathering and using information.

Board of Education Agenda Item

Item: I. **Date:** January 14, 2010

Topic: Final Review of Proposed Revised *Science Standards of Learning*

Presenter: Ms. Paula Klonowski, Science Coordinator

Telephone Number: (804) 371-0249 **E-Mail Address:** Paula.Klonowski@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

_X_ Action requested at this meeting ___Action requested at future meeting:

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action

Date January 15, 2009
Action Board of Education approved the timeline to proceed with the review process.

Date October 22, 2009
Action Board of Education accepted the Proposed Revised *Science Standards of Learning* for first review.

Background Information:

The Standards of Learning for science were developed in 1995 and revised in 2003. The *Standards of Quality* require the Board of Education to review the Standards of Learning on a regular schedule. The *Science Standards of Learning* are scheduled for review in 2010. As a result, on January 15, 2009, the Board approved a plan to review these standards beginning in 2009. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised *Science Standards of Learning* for the Board's first review:

- Received online comments from stakeholders, including teachers, parents, and administrators;
- Met with a teacher review committee that consisted of recommended individuals solicited from school divisions on July 16 and 17, 2009, to review the public comment and consider recommendations and documents from the: 1) National Assessment of Educational Progress (NAEP) Frameworks; 2) the National Science Education Standards, Benchmarks for Science

Literacy; and 3) a report on the 21st century content standards in physics, chemistry and engineering in Virginia's K-12 curriculum prepared by retired staff from the National Aeronautics and Space Administration (NASA) Langley Research Center and presented to Virginia's P-16 Education Council in June 2008 and to the Board of Education as part of public comment in April, May, June, and July 2009.

- Solicited a review committee comprised of faculty from science and science education departments at postsecondary institutions and representatives from state agencies and met with them on August 6, 2009, to review and discuss their comments;
- Solicited a business and industry review committee and met with them on August 17, 2009, to review and discuss their comments; and
- Developed a draft of the proposed revised *Science Standards of Learning*.

On October 22, 2009, the Virginia Board of Education accepted the proposed revised standards for first review. The Board held two public hearings on Monday, November 30, 2009, and three public hearings on Tuesday, December 1, 2009, to solicit comments on the proposed revised *Science Standards of Learning*. The public hearings were held at Fort Chiswell High School, Wythe County; Linkhorne Middle School, Lynchburg City; Robinson Secondary School, Fairfax County; Princess Anne High School, Virginia Beach City; and James River High School, Chesterfield County. There were a total of 14 speakers. In addition to comments received at the public hearings, 608 comments were received either online or as letters and faxes.

A more detailed review of public comment is contained in Attachment A. The proposed revised *Science Standards of Learning* in Attachment B contain changes made as a result of public comment. These changes are indicated by double underlines and strikethroughs.

Summary of Major Elements:
The attached draft of the proposed revised *Science Standards of Learning* (Attachment A) consists of the following elements:

Introduction
The *Science Standards of Learning* for Virginia's Public Schools identify academic content for essential components of the science curriculum at different grade levels. Standards are identified for kindergarten through grade five, for middle school, and for a core set of high school courses — Earth Science, Biology, Chemistry, and Physics. Throughout a student's science schooling from kindergarten through grade six, content strands, or topics are included. The Standards of Learning in each strand progress in complexity as they are studied at various grade levels in grades K-6, and the strands are represented indirectly throughout the high school courses.

Goals
The purposes of scientific investigation and discovery are to satisfy humankind's quest for knowledge and understanding, to preserve and enhance the quality of the human experience, and to develop an understanding of the interrelationship of science with technology, engineering and mathematics.

K-12 Safety
In implementing the *Science Standards of Learning*, teachers must be certain that students know how to follow safety guidelines, demonstrate appropriate laboratory safety techniques, and use equipment safely while working individually and in groups. Safety must be given the highest priority in implementing the K-12 instructional program for science.

Instructional Technology
The use of current and emerging technologies is essential to the K-12 science instructional program.

Investigate and Understand
Many of the standards in the *Science Standards of Learning* begin with the phrase "Students will investigate and understand." This phrase was chosen to communicate the range of rigorous science skills and knowledge levels embedded in each standard. Limiting a standard to one observable behavior, such as "describe" or "explain," would have narrowed the interpretation of what was intended to be a rich, rigorous, and inclusive content standard.

Application
Science provides the key to understanding the natural world. The application of science to relevant topics provides a context for students to build their knowledge and make connections across content and subject areas. This includes applications of science among technology, engineering, and mathematics, as well as within other science disciplines. Making connections among science, technology, engineering, and mathematics is especially important in today's technologically advanced world, and various strategies can be used to facilitate these applications.

Standards
The *Science Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12. The *Science Standards of Learning* are not intended to encompass the entire science curriculum for a given grade level or course or to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and to select instructional strategies and assessment methods appropriate for their students.

Summary of the Proposed Revised *Science Standards of Learning*
The major elements of the attached proposed revised *Science Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice;
- The application of science concepts through technology, engineering and mathematics;
- Addition of standards in Kindergarten, Grade Four and Chemistry; and
- Deletion of standards in Life Science and Physics.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for final review the proposed revised *Science Standards of Learning*.

Impact on Resources:
This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

Timetable for Further Review/Action:
Upon approval of the *Science Standards of Learning*, the Department of Education will post the document on the Department's Standards of Learning Web site.

Summary of Comments on the
Proposed Revised *Science Standards of Learning*

The Board held two public hearings on November 30, 2009, and three public hearings on December 1, 2009, to solicit comments on the proposed revised *Science Standards of Learning.* The hearings were held at Linkhorne Middle School, Lynchburg City; Fort Chiswell High School, Wythe County; James River High School, Chesterfield County; Robinson Secondary School, Fairfax County; and Princess Anne High School, Virginia Beach City. In addition to the comments received at the public hearings, 608 comments were received online or as letters and faxes during the 30-day public comment period from October 23, 2009, through November 23, 2009.

The approximate number of comments received by grade span:

Grade Span	Number of Comments
K-5	340
6-8	103
9-12	155
General	10

Groups submitting comments included:

- Fairfax County Public Schools science teachers
- Henrico County Public Schools elementary science teachers
- Mathews County Public Schools vertical science team
- Newport News City Public Schools elementary science teachers
- Roanoke City Public Schools biology teachers
- MathScience Innovation Center
- Virginia Mathematics and Science Coalition
- Virginia Association of Science Teachers (VAST)
- Virginia Science Education Leadership Association (VSELA)

The comments regarding the proposed changes were generally positive. Most of the comments were to enhance the clarity of the Standards of Learning (SOL) in various standards across the grade levels. However, there were some areas that received more focused attention. At the elementary level, comments reflected a concern about adding chemical adaptations to grades three and four SOL. There were also a number of comments regarding the lack of vertical alignment (K-12) of using current applications to reinforce life science concepts.

At the middle school level, the inconsistent use of the term “thermal energy” was noted. Concern over the deletion of explicitly stating “metric units” in the SOL was expressed.

The high school courses had several specific areas that generated the most comment. In Earth science, the removal of weather with a stronger focus on climate was not supported. Biology comments were generally positive. There was a wide range of comments regarding the proposed

changes in Chemistry. The majority of comments did not support the removal of oxidation numbers and reduction-oxidation reactions. The addition of organic chemistry and biochemistry was not supported by the majority of the comments. In Physics, there were conflicting comments regarding the removal of the standards related to fluids and optics. The majority of the comments supported the deletion of the fluids standard, while comments regarding the deletion of the optics standard were evenly split. There was also concern about explicitly requiring the design process and engineering as part of the Physics SOL.

The double strikethroughs and underlines to the proposed *Science Standards of Learning* indicate how these suggestions and concerns were addressed.

Proposed Revised Science Standards of Learning

for Virginia Public Schools

Final Review

January 14, 2010

Preface

The Standards of Learning in this publication represent a significant development in public education in Virginia. These standards focus on the scientific knowledge and skills all students need for the future, and they have been aligned with national expectations for postsecondary success.

The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia and are an important part of Virginia's efforts to provide challenging educational programs in the public schools.

The Standards of Learning set reasonable targets and expectations for what teachers must teach and students must learn. The standards are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught; the standards are to be incorporated into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

The Standards of Learning are recognized as a model for other states. They were developed through a series of public hearings and the efforts of parents, teachers, representatives from higher education, and business and industry leaders. The standards set clear, concise, and measurable academic expectations for young people. Parents are encouraged to work with their children to help them achieve these academic standards.

A major goal of Virginia's educational agenda is to create an excellent statewide system of public education that meets the needs of all young people in Virginia. These Standards of Learning chart the course for achieving that objective.

Introduction

The *Science Standards of Learning* for Virginia~~'s~~ Public Schools identify academic content for essential components of the science curriculum at different grade levels. Standards are identified for kindergarten through grade five, for middle school, and for a core set of high school courses — Earth Science, Biology, Chemistry, and Physics. Throughout a student's science schooling from kindergarten through grade six, ~~specific~~ content strands, or topics are included. The Standards of Learning in each strand progress in complexity as they are studied at various grade levels in grades K-6, and are represented indirectly throughout the high school courses. These strands are

- Scientific Investigation, Reasoning, and Logic;
- Force, Motion, and Energy;
- Matter;
- Life Processes;
- Living Systems;
- Interrelationships in Earth/Space Systems;
- Earth Patterns, Cycles, and Change; and
- Earth Resources.

~~The Standards of Learning in each strand progress in complexity at each grade level K-6 and are represented indirectly throughout the high school courses.~~

~~The Standards of Learning are not intended to encompass the entire science curriculum for a given grade level or course or to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and to select instructional strategies and assessment methods appropriate for their students.~~ [Moved to preface]

~~Four~~ Five key components of the science standards that are critical to implementation and necessary for student success in achieving science literacy are ~~described below~~ 1) Goals; 2) K-12 Safety; 3) Instructional Technology; 4) Investigate and Understand; and 5) Application. It is imperative to science instruction that the local curriculum consider and address how these components are incorporated in the design of the kindergarten through high school science program.

Goals

The purposes of scientific investigation and discovery are to satisfy humankind's quest for knowledge and understanding and to preserve and enhance the quality of the human experience. Therefore, as a result of science instruction, students will be able to achieve the following objectives:

1. Develop and use an experimental design in scientific inquiry.
2. Use the language of science to communicate understanding.
3. Investigate phenomena, using technology.
4. Apply scientific concepts, skills, and processes to everyday experiences.
5. Experience the richness and excitement of scientific discovery of the natural world through the collaborative quest for knowledge and understanding.

6. Make informed decisions regarding contemporary issues, taking into account the following:
    - public policy and legislation;
    - economic costs/benefits;
    - validation from scientific data and the use of scientific reasoning and logic;
    - respect for living things;
    - personal responsibility; and
    - history of scientific discovery.
7. Develop scientific dispositions and habits of mind including:
    - curiosity;
    - demand for verification;
    - respect for logic and rational thinking;
    - consideration of premises and consequences;
    - respect for historical contributions;
    - attention to accuracy and precision; and
    - patience and persistence.
8. Develop an understanding of the interrelationship of science with technology, engineering and mathematics.

~~8.~~ 9.Explore science-related careers and interests.

K-12 Safety

In implementing the *Science Standards of Learning*, teachers must be certain that students know how to follow safety guidelines, demonstrate appropriate laboratory safety techniques, and use equipment safely while working individually and in groups.

Safety must be given the highest priority in implementing the K-12 instructional program for science. Correct and safe techniques, as well as wise selection of experiments, resources, materials, and field experiences appropriate to age levels, must be carefully considered with regard to the safety precautions for every instructional activity. Safe science classrooms require thorough planning, careful management, and constant monitoring of student activities. Class enrollment should not exceed the designed capacity of the room.

Teachers must be knowledgeable of the properties, use, and proper disposal of all chemicals that may be judged as hazardous prior to their use in an instructional activity. Such information is referenced through Materials Safety Data Sheets (MSDS). The identified precautions involving the use of goggles, gloves, aprons, and fume hoods must be followed as prescribed.

While no comprehensive list exists to cover all situations, the following should be reviewed to avoid potential safety problems. Appropriate safety procedures should be used in the following situations:

- observing wildlife; handling living and preserved organisms; and coming in contact with natural hazards, such as poison ivy, ticks, mushrooms, insects, spiders, and snakes;
- engaging in field activities in, near, or over bodies of water;
- handling glass tubing and other glassware, sharp objects, and labware;
- handling natural gas burners, Bunsen burners, and other sources of flame/heat;
- working in or with direct sunlight (sunburn and eye damage);
- using extreme temperatures and cryogenic materials;
- handling hazardous chemicals including toxins, carcinogens, and flammable and explosive materials;
- producing acid/base neutralization reactions/dilutions;
- producing toxic gases;
- generating/working with high pressures;
- working with biological cultures including their appropriate disposal and recombinant DNA;
- handling power equipment/motors;
- working with high voltage/exposed wiring; and
- working with laser beam, UV, and other radiation.

The use of human body fluids or tissues is generally prohibited for classroom lab activities. Further guidance from the following sources may be referenced:

- OSHA (Occupational Safety and Health Administration);
- ISEF (International Science and Engineering Fair) rules; and
- public health departments' and school divisions' protocols.

Instructional Technology

The use of current and emerging technologies is essential to the K-12 science instructional program. Specifically, technology must accomplish the following:

- Assist in improving every student's functional literacy. This includes improved communication through reading/information retrieval (the use of telecommunications), writing (word processing), organization and analysis of data (databases, spreadsheets, and graphics programs), presentation of one's ideas (presentation software), and resource management (project management software).
- Be readily available and regularly used as an integral and ongoing part of the delivery and assessment of instruction.
- Include instrumentation oriented toward the instruction and learning of science concepts, skills, and processes. Technology, however, should not be limited to traditional instruments of science, such as microscopes, labware, and data-collecting apparatus, but should also include computers, robotics, ~~interactive-optical laser discs,~~ video-microscopes, graphing calculators, ~~CD-ROMs,~~

probeware, ~~global positioning systems (GPS)~~geospatial technologies, online ~~tele~~communication, software and appropriate hardware, as well as other emerging technologies.

- Be reflected in the "instructional strategies" generally developed at the school division level.

In most cases, the application of technology in science should remain "transparent" unless it is the actual focus of the instruction. One must expect students to "do as a scientist does" and not simply hear about science if they are truly expected to explore, explain, and apply scientific concepts, skills, and processes.

As computer/technology skills are essential components of every student's education, it is important that teaching these skills is a shared responsibility of teachers of all disciplines and grade levels.

Investigate and Understand

Many of the standards in the *Science Standards of Learning* begin with the phrase "Students will investigate and understand." This phrase was chosen to communicate the range of rigorous science skills and knowledge levels embedded in each standard. Limiting a standard to one observable behavior, such as "describe" or "explain," would have narrowed the interpretation of what was intended to be a rich, highly rigorous, and inclusive content standard.

"Investigate" refers to scientific methodology and implies systematic use of the following inquiry skills:

- observing;
- classifying and sequencing;
- communicating;
- measuring;
- predicting;
- hypothesizing;
- inferring;
- defining, controlling, and manipulating variables in experimentation;
- designing, constructing, and interpreting models; and
- interpreting, analyzing, and evaluating data.

"Understand" refers to various levels of knowledge application. In the *Science Standards of Learning*, these knowledge levels include the ability to

- recall or recognize important information, key definitions, terminology, and facts;
- explain the information in one's own words, comprehend how the information is related to other key facts, and suggest additional interpretations of its meaning or importance;
- apply the facts and principles to new problems or situations, recognizing what information is required for a particular situation, using the information to explain new phenomena, and determining when there are exceptions;
- analyze the underlying details of important facts and principles, recognizing the key relations and patterns that are not always readily visible;

- arrange and combine important facts, principles, and other information to produce a new idea, plan, procedure, or product; and
- make judgments about information in terms of its accuracy, precision, consistency, or effectiveness.

Therefore, the use of "investigate and understand" allows each content standard to become the basis for a broad range of teaching objectives, which the school division will develop and refine to meet the intent of the *Science Standards of Learning*.

Application

Science provides the key to understanding the natural world~~ in which we live~~. The application of science to relevant topics provides a context for students to build their knowledge and make connections across content and subject areas. This includes applications of science among technology, engineering, and mathematics, as well as within other science disciplines. ~~Making connections among science, technology, engineering and mathematics allows us to design and create new devices or materials that increase our efficacy in the world and our enjoyment of it~~. Various strategies can be used to facilitate these applications and to promote a better understanding of the interrelated nature of these four areas. ~~of science, technology, engineering and mathematics.~~

Kindergarten

The kindergarten standards stress the use of basic science skills to explore common materials, objects, and living things and will begin the development of an understanding that scientific knowledge is based on evidence. Emphasis is placed on using the senses to gather information. Students are expected to develop skills in posing simple questions, measuring, sorting, classifying, and communicating information about the natural world. The science skills are an important focus as students learn about life processes and properties of familiar materials, such as magnets and water. Through phenomena including shadows, patterns of weather, and plant growth, students are introduced to the concept of change. The significance of natural resources and conservation is introduced in the kindergarten standards.

Scientific Investigation, Reasoning, and Logic

K.1 The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

a) basic ~~properties~~ characteristics or properties of objects are identified by direct observation;

b) observations are made from multiple positions to achieve different perspectives;

~~c)~~ ~~objects are described both pictorially and verbally;~~ [Move to SOL K.1k]

~~d)~~ c) a set of objects is sequenced according to size;

~~e)~~ d) a set of objects is separated into two groups based on a single physical ~~attribute~~ characteristic;

~~f)~~ e) nonstandard units are used to measure the length, mass, and volume of common objects;

~~i)~~ f) observations and predictions are made ~~of~~ for an unseen member in a sequence of objects ~~is predicted~~;

g) a question is developed and predictions are made from one or more observations;

h) observations are recorded;

~~h)~~ i) picture graphs are constructed ~~using 10 or fewer units~~ [Move to Curriculum Framework];

j) unusual or unexpected results in an activity are recognized~~.~~; and

~~c)~~ k) objects are described both pictorially and verbally~~;~~.

K.2 The ~~S~~students ~~will~~ will investigate and understand that humans have senses that allow ~~one~~ them to seek, find, take in, and react or respond to information in order to learn about ~~one's~~ their surroundings. Key concepts include

a) the five senses and corresponding sensing organs ~~(taste – tongue, touch – skin, smell – nose, hearing – ears, and sight – eyes)~~ [Move to Curriculum Framework]; and

b) sensory descriptors used to describe common objects and phenomena ~~(sweet, sour, bitter, salty, rough/smooth, hard/soft, cold, warm, hot, loud/soft, high/low, bright/dull)~~. [Move to Curriculum Framework]

Force, Motion, and Energy

K.3 The student will investigate and understand that magnets have an effect on some materials, make some things move without touching them, and have useful applications. Key concepts include

a) ~~attraction/nonattraction, push/pull, attract/repel, and metal/nonmetal~~ [Move to Curriculum Framework] magnetism and its effects; and

b) useful applications ~~(refrigerator magnet, can opener, magnetized screwdriver, and magnetic games)~~ [Move to Curriculum Framework] of magnetism.

Matter

K.4 The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include

a) colors ~~(red, orange, yellow, green, blue, purple), white, and black~~ [Move to Curriculum Framework] of objects;
b) shapes ~~(circle, triangle, square, and rectangle)~~ [Move to Curriculum Framework] and forms ~~(flexible/stiff, straight/curved)~~ [Move to Curriculum Framework] of objects;
c) textures ~~(rough/smooth)~~ [Move to Curriculum Framework] and feel ~~(hard/soft)~~ [Move to Curriculum Framework] of objects;
d) relative size and weight ~~(big/little, large/small, heavy/light, wide/thin, long/short)~~ [Move to Curriculum Framework] of objects; and
e) relative position ~~(over/under, in/out, above/below, left/right)~~ [Move to Curriculum Framework] and speed ~~(fast/slow)~~ [Move to Curriculum Framework] of objects.

K.5 The student will investigate and understand that water flows and has properties that can be observed and tested. Key concepts include

a) water occurs in different ~~states~~ phases ~~(solid, liquid, gas)~~ [Move to Curriculum Framework];
b) ~~the natural~~ water ~~tends to~~ flows ~~of water is~~ downhill; and
c) some materials float in water, while others sink.

Life Processes

K.6 The student will investigate and understand the differences between living organisms and nonliving objects. Key concepts include

a) all things can be classified as living or nonliving; and
b) living organisms have certain characteristics that distinguish them from nonliving objects including growth, movement, response to the environment, having offspring, and the need for food, air, and water.

~~K.6~~ K.7 The student will investigate and understand basic needs and life processes of plants and animals. Key concepts include

a) ~~living things change as they grow, and they~~ animals need adequate food, water, shelter, ~~and~~ air, and space to survive;
~~b)~~ ~~plants and animals live and die (go through a life cycle); and~~ [Move to SOL K.7c]
b) plants need nutrients, water, air, light, and a place to grow to survive;
~~c)~~ ~~offspring of plants and animals are similar but not identical to their parents and to one another.~~ [Move to SOL K.7d]
~~b)~~ c) plants and animals ~~live and die, (go through a~~ change as they grow, have varied life cycles~~)~~, and eventually die; and
~~c)~~ d) offspring of plants and animals are similar but not identical to their parents ~~and~~ or to one another.

Interrelationships in Earth/Space Systems

~~K.7~~ K.8 The student will investigate and understand that shadows occur when light is blocked by an object. Key concepts include

a) shadows occur in nature when sunlight is blocked by an object; and
b) shadows can be produced by blocking artificial light sources.

Earth Patterns, Cycles, and Change

~~K.8~~ K.9 The student will investigate and understand that there are simple repeating patterns in his/her daily life. Key concepts include

a) weather observations;
b) the shapes and forms of many common natural objects including seeds, cones, and leaves; and
c) animal and plant growth~~;~~. ~~and~~
~~d) home and school routines.~~

~~K.9~~ K.10 The student will investigate and understand that change occurs over time and rates may be fast or slow. Key concepts include

a) natural and human-made things may change over time; and
b) changes can be ~~noted~~ observed and measured.

Earth Resources

~~K.10~~ K.11 The student will investigate and understand that materials can be reused, recycled, and conserved. Key concepts include

a) materials and objects can be used over and over again;
b) everyday materials can be recycled; and
c) water and energy conservation at home and in school helps ~~preserve~~ ensure resources are available for future use.

Grade One

The first-grade standards continue to stress basic science skills in understanding familiar objects and events. Students are expected to begin conducting simple experiments and be responsible for some of the planning. Students are introduced to the concept of classifying plants and animals based on simple characteristics. Emphasis is placed on the relationships among objects and their interactions with one another. Students are expected to know the basic relationships between the sun and Earth and between seasonal changes and plant and animal activities. Students will also begin to develop an understanding of moving objects, simple solutions, and important natural resources.

Scientific Investigation, Reasoning, and Logic

1.1 The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

a) ~~differences in physical properties are observed using~~ the senses are used to observe differences in physical properties;

~~b) simple tools are used to enhance observations;~~ [Move to SOL 1.1d]

b) observations are made from multiple positions to achieve a variety of perspectives and are repeated to assure accuracy;

c) objects or events are classified and arranged according to ~~attributes~~ characteristics or properties;

~~d) observations and data are communicated orally and with simple graphs, pictures, written statements, and numbers;~~ [Move to SOL 1.1i]

~~b)~~ d) simple tools are used to enhance observations;

e) length, mass, ~~and~~ volume, and temperature are measured using ~~standard and~~ nonstandard units;

~~f) predictions are based on patterns of observation rather than random guesses;~~ [Move to SOL 1.1h]

~~h)~~ f) inferences are made and conclusions are drawn about familiar objects and events~~.~~;

~~g) simple experiments are conducted to answer questions; and~~ [Move to SOL 1.1j]

g) a question is developed from one or more observations;

~~h) inferences are made and conclusions are drawn about familiar objects and events.~~ [Move to SOL 1.1f]

~~f)~~ h) predictions are made based on patterns of observations ~~rather than random guesses~~;

~~d)~~ i) observations and data are recorded, analyzed, and communicated orally and with simple graphs, pictures, written statements, and numbers; and

~~g)~~ j) simple investigations and experiments are conducted to answer questions~~;~~. ~~and~~

Force, Motion, and Energy

1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include

a) objects may have straight, circular, and back-and-forth motions;

b) objects may vibrate and produce sound; and

c) pushes or pulls can change the movement of an object~~;~~. ~~and~~

~~d) the motion of objects may be observed in toys and in playground activities.~~ [Move to Curriculum Framework]

Matter

1.3 The student will investigate and understand how different common materials interact with water. Key concepts include

a) some liquids will separate when mixed with water, but others will not;
b) some ~~common~~ solids will dissolve in water, but others will not; and
c) some substances will dissolve more readily in hot water than in cold water.

Life Processes

1.4 The student will investigate and understand that plants have basic life needs and functional parts and can be classified according to certain characteristics. Key concepts include

a) plants need~~s (food~~ nutrients, air, water, light, and a place to grow~~)~~;
b) basic parts of ~~many~~ plants ~~include (seeds, roots, stems, leaves, blossoms, flowers, and fruits)~~; and [Move to Curriculum Framework]
c) plants can be classified based on a variety of characteristics ~~(edible/nonedible, flowering/nonflowering, evergreen/deciduous)~~ [Move to Curriculum Framework].

1.5 The student will investigate and understand that animals, including ~~people~~ humans, have ~~life~~ basic needs and ~~specific physical~~ certain distinguishing characteristics. ~~and can be classified according to certain characteristics.~~ Key concepts include

a) ~~life~~ basic needs include adequate air, ~~(air,~~ food, water, ~~and a suitable place to live)~~ shelter, and space (habitat);
b) ~~some~~ animals, including humans, have many different physical characteristics ~~include (body coverings, body shape, appendages, and methods of movement)~~; and [Move to Curriculum Framework]
c) ~~other characteristics~~ animals can be classified according to a variety of characteristics ~~(wild/tame, water homes/land homes)~~ [Move to Curriculum Framework].

Interrelationships in Earth/Space Systems

1.6 The student will investigate and understand the basic relationships between the sun and ~~the~~ Earth. Key concepts include

a) the sun is the source of ~~heat~~ energy and light that warms the land, air, and water; and
~~b) night and day are caused by the rotation of the Earth.~~
b) the sun's relative position in the morning is east and in the late afternoon is west.

Earth Patterns, Cycles, and Change

1.7 The student will investigate and understand ~~that~~ weather and seasonal changes. ~~from day to day and over the seasons, and that there is a the relationship of between daily and seasonal weather changes and weather to the activities and life processes of plants and animals, including humans.~~ [Move to Curriculum Framework] Key concepts include ~~how temperature, light, and precipitation bring about changes in~~

- ~~a)~~ ~~plants (growth, budding, falling leaves, and wilting);~~ [Move to Curriculum Framework]
- ~~b)~~ ~~animals (behaviors, hibernation, migration, body covering, and habitat); and~~ [Move to Curriculum Framework]
- ~~c)~~ ~~people (dress, recreation, and work).~~ [Move to Curriculum Framework]
- a) ~~simple tracking of changes in temperature, light, and precipitation over time; and~~ changes in temperature, light, and precipitation affect plants and animals, including humans;
- b) there are relationships between daily and seasonal changes; and
- c) ~~the effects of changes in temperature, light, and precipitation on plants, animals, and humans~~ changes in temperature, light, and precipitation can be observed and recorded over time.

Earth Resources

1.8 The student will investigate and understand that natural resources are limited. Key concepts include

- a) identification of natural resources ~~(plants and animals, water, air, land, minerals, forests, and soil)~~ [Move to Curriculum Framework];
- b) factors that affect air and water quality; and
- c) recycling, reusing, and reducing consumption of natural resources.

Grade Two

The second-grade standards continue to focus on using a broad range of science skills in understanding the natural world. Making detailed observations, drawing conclusions, and recognizing unusual or unexpected data are stressed as skills needed for using and validating information. Measurement in both English and metric units is stressed. The idea of living systems is introduced through habitats and the interdependence of living and nonliving things. The concept of change is explored in ~~states~~ phases of matter, life cycles, weather patterns, and seasonal effects on plants and animals.

Scientific Investigation, Reasoning, and Logic

2.1 The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

~~a)~~ ~~observation is differentiated from personal interpretation,~~ [Move to 2.1b] ~~and conclusions are drawn based on observations;~~ [Move to SOL 2.1j]

a) observations and predictions are made and questions are formed;

b) observation is differentiated from personal interpretation;

~~b)~~ c) observations are repeated to ensure accuracy;

~~d)~~ ~~conditions that influence a change are defined;~~ [Move to SOL 2.1g]

~~c)~~ d) two or more ~~attributes~~ characteristics or properties are used to classify items;

~~e)~~ ~~length, volume, mass, and temperature measurements are made in metric units (centimeters, meters, liters, degrees Celsius, grams, kilograms) and standard English units (inches, feet, yards, cups, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds);~~ ~~[Move to SOL 2.1d]~~ [Move to SOL 2.1e]

~~e)~~ ~~d)~~ e) length, volume, mass, and temperature ~~measurements are made~~ are measured in metric units ~~(centimeters, meters, liters, degrees Celsius, grams, kilograms)~~ [Move to Curriculum Framework] and standard English units ~~(inches, feet, yards, cups, pints, quarts, gallons, degrees Fahrenheit, ounces, pounds)~~ [Move to Curriculum Framework] using the proper tools;

~~f)~~ ~~pictures and bar graphs are constructed using numbered axes;~~ [Move to SOL 2.1h]

~~e)~~ f) time is measured using the proper tools;

~~g)~~ ~~unexpected or unusual quantitative data are recognized; and~~ [Move to SOL 2.1i]

~~d)~~ ~~f)~~ g) conditions that influence a change are ~~defined~~ identified and inferences are made;

~~h)~~ ~~simple physical models are constructed.~~ [Move to SOL 2.1l]

~~f)~~ ~~g)~~ h) data are collected and recorded, ~~pictures~~ and bar graphs are constructed using numbered axes;

~~g)~~ ~~h)~~ i) data are analyzed, and unexpected or unusual quantitative data are recognized; ~~and~~

~~a)~~ ~~i)~~ j) conclusions are drawn ~~based on observations~~;

~~j)~~ k) observations and data are communicated ~~with simple bar graphs, pictures, written statements, and numbers; and~~ [Move to Curriculum Framework]

~~h)~~ ~~k)~~ l) simple physical models are designed and constructed to clarify explanations and show relationships~~,~~; and

m) current applications are used to reinforce science concepts.

Force, Motion, and Energy

2.2 The student will investigate and understand that natural and artificial magnets have certain characteristics and attract specific types of metals. Key concepts include

a) magnetism, iron, magnetic/nonmagnetic, poles, attract/repel; and

b) important applications of magnetism ~~including the magnetic compass~~.[Move to Curriculum Framework]

Matter

2.3 The student will investigate and understand basic properties of solids, liquids, and gases. Key concepts include

~~a)~~ ~~mass and volume; and~~ [Move to SOL 2.3b]

~~b)~~ ~~processes involved with changes in matter from one state to another (condensation, evaporation, melting, and freezing).~~ [Move to SOL 2.3c]

a) identification of distinguishing characteristics of solids, liquids, and gases;

~~a)~~ b) measurement of the mass and volume of solids and liquids; and

~~b)~~ c) ~~processes involved with~~ changes in phases of matter ~~from one state to another~~ with the addition or removal of ~~heat~~ energy ~~(condensation, evaporation, melting, and freezing)~~ [Move to Curriculum Framework].

Life Processes

2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes ~~in their life cycles~~ as they mature and grow. Key concepts include

a) ~~some animals (frogs and butterflies) undergo distinct stages during their lives, while others generally resemble their parents~~ [Move to Curriculum Framework] animal life cycles; and

b) ~~flowering plants undergo many changes, from the formation of the flower to the development of the fruit~~ [Move to Curriculum Framework] plant life cycles.

Living Systems

2.5 The student will investigate and understand that living things are part of a system. Key concepts include

a) living organisms are interdependent with their living and nonliving surroundings; ~~and~~

b) an animal's ~~home is its habitat and a~~ habitat includes adequate food, water, shelter or cover, and space;

~~b)~~ c) habitats change over time due to many influences~~.~~; and

d) fossils provide information about living systems that were on Earth years ago.

Interrelationships in Earth/Space Systems

2.6 The student will investigate and understand basic types, changes, and patterns of weather. Key concepts include

a) ~~temperature, wind, precipitation, drought, flood, and storms~~ [Move to Curriculum Framework] identification of common storms and other weather phenomena; ~~and~~

b) the uses and importance of measuring, ~~and~~ recording, and interpreting weather data~~.~~; and

c) the importance and uses of ~~measuring and~~ tracking weather data over time.

Earth Patterns, Cycles, and Change

2.7 The student will investigate and understand that weather and seasonal changes affect plants, animals, and their surroundings. Key concepts include

a) effects of weather and seasonal changes on the growth and behavior of living things ~~(migration, hibernation, camouflage, adaptation, dormancy)~~ [Move to Curriculum Framework]; and

b) weathering~~,~~ and ~~and~~ erosion~~, and deposition~~ of ~~the~~ land surfaces.

Earth Resources

2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include

a) important plant products are identified and classified ~~(fiber, cotton, oil, spices, lumber, rubber, medicines, and paper)~~ [Move to Curriculum Framework];

b) the availability of plant products affects the development of a geographic area; ~~and~~

c) plants provide oxygen, homes and food for many animals ~~and prevent soil from washing away.~~; and

d) plants can help reduce erosion ~~prevent soil from washing away~~.

Grade Three

The third-grade standards place increasing emphasis on conducting investigations. Students are expected to be able to develop questions, formulate simple hypotheses, make predictions, gather data, and use the metric system with greater precision. Using information to make inferences and draw conclusions becomes more important. In the area of physical science, the standards focus on simple and compound machines, energy, and a basic understanding of matter. Behavioral, and ~~and~~ physical~~, and chemical~~ adaptations are examined in relation to the life needs of animals. The notion of living systems is further explored in aquatic and terrestrial food chains and diversity in ~~environments~~ ecosystems. Patterns in the natural world are demonstrated in terms of the phases of the moon, tides, seasonal changes, the water cycle, and animal and plant life cycles. Geological concepts are introduced through the investigation of the components of soil.

Scientific Investigation, Reasoning, and Logic

3.1 The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

a) ~~predictions and~~ observations are made and are repeated to ensure accuracy;
b) predictions are formulated using a variety of sources of information;
~~c)~~ ~~questions are developed to formulate hypotheses;~~ [Move to SOL 3.1g]
~~b)~~ c) objects with similar characteristics or properties are classified into at least two sets and two subsets;
~~d)~~ ~~volume is measured to the nearest milliliter and liter;~~ [Move to SOL 3.1e]
~~k)~~ d) natural events are sequenced chronologically~~.~~;
~~e)~~ ~~length is measured to the nearest centimeter;~~ [Move to SOL 3.1e]
~~f)~~ ~~mass is measured to the nearest gram;~~ [Move to SOL 3.1e]
~~g)~~ ~~data are gathered, charted, and graphed (line plot, picture graph, and bar graph);~~ [Move to SOL 3.1h]
~~h)~~ ~~temperature is measured to the nearest degree Celsius;~~ [Move to SOL 3.1e]
e) length, volume, mass and temperature are estimated and measured in metric and standard English units using proper tools and techniques;
~~i)~~ ~~time is measured to the nearest minute;~~ [Move to SOL 3.1f]
~~i)~~ f) time is measured to the nearest minute using proper tools and techniques;
~~c)~~ g) questions are developed to formulate hypotheses;
~~g)~~ h) data are gathered, charted, ~~and~~ graphed, and analyzed; ~~(line plot, picture graph, and bar graph)~~ [Move to Curriculum Framework]
i) unexpected or unusual quantitative data are recognized;
j) inferences are made and conclusions are drawn; ~~and~~
~~k)~~ ~~natural events are sequenced chronologically.~~ [Move to SOL 3.1d]
k) data are communicated ~~with simple graphs, pictures, and written statements.~~; [Move to Curriculum Framework]
l) models are designed and built; and
m) current applications are used to reinforce science concepts.

Force, Motion, and Energy

3.2 The student will investigate and understand simple machines and their uses. Key concepts include

~~b)~~ a) ~~how simple machines~~ purpose and function of simple machines;

~~a)~~ b) types of simple machines ~~(lever, screw, pulley, wheel and axle, inclined plane, and wedge)~~; [Move to Curriculum Framework]

~~b) how simple machines function;~~ [Move to SOL 3.2a]

c) compound machines ~~(scissors, wheelbarrow, and bicycle)~~; [Move to Curriculum Framework] and

d) examples of simple and compound machines found in the school, home, and work environments.

Matter

3.3 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include

a) objects are made of one or more materials;

~~b) materials are composed of parts that are too small to be seen without magnification; and~~ [Move to Grade 5 Curriculum Framework]

~~c) physical properties remain the same as the material is reduced in size.~~ [Move to SOL 3.3b]

~~c)~~ b) physical properties remain the same as the material is ~~reduced~~ changed in visible size~~.~~; and

c) visible physical changes are identified.

Life Processes

3.4 The student will investigate and understand that ~~behavioral and physical~~ adaptations allow animals to ~~respond to~~ satisfy life needs and respond to the environment. Key concepts include

a) ~~methods of gathering and storing food, finding shelter, defending themselves, and rearing young~~ [Move to Curriculum Framework] behavioral adaptations; and ~~and~~

b) ~~hibernation, migration, camouflage, mimicry, instinct, and learned behavior~~ [Move to Curriculum Framework] physical adaptations~~;~~. ~~and~~.

~~c) chemical adaptations.~~

Living Systems

3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include

a) producer, consumer, decomposer;

b) herbivore, carnivore, omnivore; and

c) predator and prey.

3.6 The student will investigate and understand that ~~environments~~ ecosystems support a diversity of plants and animals that share limited resources. Key concepts include

a) ~~water-related~~ aquatic ~~environments~~ ecosystems; ~~(pond, marshland, swamp, stream, river, and ocean environments)~~ [Move to Curriculum Framework];

b) ~~dry-land~~ terrestrial ~~environments~~ ecosystems ~~(desert, grassland, rain forest, and forest environments)~~ [Move to Curriculum Framework]; ~~and~~

c) ~~population~~ populations and ~~community~~ communities~~.~~; and

d) the human role in conserving limited resources.

Interrelationships in Earth/Space Systems

3.7 The student will investigate and understand the major components of soil, its origin, and importance to plants and animals including humans. Key concepts include

a) soil provides the support and nutrients necessary for plant growth;

b) topsoil is a natural product of subsoil and bedrock;

c) rock, clay, silt, sand, and humus are components of soils; and

d) soil is a natural resource and should be conserved.

Earth Patterns, Cycles, and Change

3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include

a) patterns of natural events ~~(~~ such as day and night, seasonal changes, simple phases of the moon, and tides~~)~~; ~~and~~

b) animal ~~and plant~~ life cycles~~.~~; and

c) plant life cycles.

3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include

a) there are many sources of water on Earth;

~~a)~~ b) the energy from the sun drives the water cycle;

~~b)~~ c) ~~processes involved in~~ the water cycle involves several processes ~~(evaporation, condensation, precipitation)~~; [Move to Curriculum Framework]

~~c)~~ d) water is essential for living things; and

~~d)~~ e) ~~water supply and~~ water ~~conservation~~ on Earth is limited and needs to be conserved.

Earth Resources

3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include

a) the interdependency of plants and animals;

b) the effects of human activity on the quality of air, water, and habitat;

c) the effects of fire, flood, disease, and erosion on organisms; and

d) conservation and resource renewal.

3.11 The student will investigate and understand different sources of energy. Key concepts include

a) energy from the sun~~'s ability to produce light and heat energy~~;

b) sources of renewable energy ~~(sunlight, water, wind)~~ [Move to Curriculum Framework]; and

c) ~~fossil fuels~~ sources of nonrenewable energy ~~(coal, oil, natural gas)~~ ~~and wood~~ [Move to Curriculum Framework]~~; and~~.

~~d) renewable and nonrenewable energy resources.~~

Grade Four

The fourth-grade standards stress the importance of using information, analyzing data, and validating experimental results. Defining variables in experimentation is emphasized, and making simple predictions from picture, bar, and basic line graphs is underscored. Questioning and hypothesizing become more detailed at this level. Students are introduced to basic principles of electricity and to the concept of motion. Students explore basic information about our solar system and ~~Relationships are investigated in~~ investigate the interactions among the Earth, moon, and sun. ~~and~~ Students explore basic plant anatomy, plant adaptations, and investigate relationships among plants and animals and their environments. In examining weather phenomena and conditions, students identify various factors, make predictions based on data, and evaluate the results. The importance of natural resources in Virginia is emphasized.

Scientific Investigation, Reasoning, and Logic

4.1 The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

a) distinctions are made among observations, conclusions, inferences, and predictions;

b) objects or events are classified and arranged according to characteristics or properties;

~~d)~~ c) appropriate instruments are selected and used to measure ~~linear distance,~~ length, mass, volume, ~~mass,~~ and temperature in metric units;

d) appropriate instruments are selected and used to measure elapsed time;

~~e) appropriate metric measures are used to collect, record, and report data;~~

~~h)~~ e) predictions and inferences are made, and conclusions are drawn ~~based on data from picture graphs, bar graphs, and basic line graphs~~ from a variety of sources~~.~~;

f) independent and dependent variables are identified;

~~c)~~ g) ~~variables that must be held~~ constants in an experimental situation are ~~defined~~ identified;

~~b)~~ h) hypotheses are ~~formulated based on~~ developed as cause and effect relationships;

~~f)~~ i) data are collected, recorded, analyzed, and displayed using bar and basic line graphs~~;~~, ~~and using metric measurements;~~

~~g)~~ j) numerical data that are contradictory or unusual in experimental results are recognized; ~~and~~

k) data are communicated with simple graphs, pictures, written statements, and numbers; ~~and~~

l) models are constructed to clarify explanations, ~~or~~ demonstrate relationships~~.~~, and solve needs; and

m) current applications are used to reinforce science concepts.

Force, Motion, and Energy

4.2 The student will investigate and understand characteristics and interaction of moving objects. Key concepts include

a) motion is described by an object's direction and speed;

b) ~~forces cause~~ changes in motion~~;~~ are related to force and mass;

c) friction is a force that opposes motion; and

d) moving objects have kinetic energy.

4.3 The student will investigate and understand the characteristics of electricity. Key concepts include

a) conductors and insulators;
b) basic circuits ~~(open/closed, parallel/series)~~ [Move to Curriculum Framework];
c) static electricity;
d) the ability of electrical energy to be transformed into ~~heat,~~ light~~,~~ and ~~mechanical energy~~ motion, and to produce heat;
e) simple electromagnets and magnetism; and
f) historical contributions in understanding electricity.

Life Processes

4.4 The student will investigate and understand basic plant anatomy and life processes. Key concepts include

a) the structures of typical plants ~~(leaves, stems, roots, and flowers)~~ [Move to Curriculum Framework] and the function of each structure;
b) processes and structures involved with plant reproduction ~~(pollination, stamen, pistil, sepal, embryo, spore, and seed)~~ [Move to Curriculum Framework]; ~~and~~
c) photosynthesis ~~(sunlight, chlorophyll, water, carbon dioxide, oxygen, and sugar)~~ [Move to Curriculum Framework]~~;~~; and ~~and,~~
~~d)~~ ~~dormancy.~~ [Move to Curriculum Framework]
d) adaptations allow plants to satisfy life needs and respond to the environment.

~~4.5~~ ~~The student will investigate and understand that adaptations allow plants to satisfy life needs and respond to the environment. Key concepts include~~ [Move to 4.4d]

~~a)~~ ~~behavioral adaptations;~~
~~b)~~ ~~physical adaptations; and~~
~~c)~~ ~~chemical adaptations.~~

Living Systems

~~4.5~~ ~~4.6~~ 4.5 The student will investigate and understand how plants~~,~~ and ~~and~~ animals, ~~and~~ including humans, in an ecosystem interact with one another and with the nonliving ~~environment~~ components in the ecosystem. Key concepts include

~~a)~~ a) plant and animal adaptations; ~~behavioral and structural adaptations; [Moved to new SOL 4.5~~
~~b)~~ ~~a)~~ b) organization of populations, communities, and ecosystems and how they interrelate;
~~c)~~ ~~b)~~ c) flow of energy through food webs;
~~d)~~ ~~c)~~ d) habitats and niches;
~~e)~~ ~~d)~~ e) changes in an organism's niche at various stages in its life cycle~~s~~; and
~~f)~~ ~~e)~~ f) influence of human activity on ecosystems.

Interrelationships in Earth/Space Systems

~~4.6~~ ~~4.7~~ 4.6 The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include

~~b)~~ a) weather phenomena ~~(fronts, clouds, and storms)~~ [Move to Curriculum Framework]~~.~~;
~~a)~~ b) weather measurements and meteorological tools ~~(air pressure – barometer, wind speed – anemometer, rainfall – rain gauge, and temperature – thermometer)~~ [Move to Curriculum Framework]; and

c) use of weather measurements and weather phenomena to make weather predictions.

Earth Patterns, Cycles, and Change

~~4.8~~ 4.7 The student will investigate and understand the organization of the solar system. Key concepts include

a) the planets in the solar system;
b) the order of the planets in the solar system; and
c) the relative sizes of the planets.

~~4.7~~ ~~4.9~~ 4.8 The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include

a) the motions of the Earth, moon, and sun ~~(revolution and rotation)~~ [Move to Curriculum Framework];
b) the causes for the Earth's seasons ~~and phases of the moon~~;
c) the causes for the phases of the moon;
~~c)~~ d) the relative size, position, age, and makeup of the Earth, moon, and sun; and
~~d)~~ e) historical contributions in understanding the Earth-moon-sun system.

Earth Resources

~~4.8~~ ~~4.10~~ 4.9 The student will investigate and understand important Virginia natural resources. Key concepts include

a) watersheds and water resources;
b) animals and plants;
c) minerals, rocks, ores, and energy sources; and
d) forests, soil, and land.

Grade Five

The fifth-grade standards emphasize the importance of selecting appropriate instruments for measuring and recording observations. The organization, analysis, and application of data continue to be an important focus of classroom inquiry. Science skills from preceding grades, including questioning, using and validating evidence, and systematic experimentation, are reinforced at this level. Students are introduced to more detailed concepts of sound and light and the tools used for studying them. Key concepts of matter, including those about atoms, molecules, elements, and compounds, are studied, and the properties of matter are defined in greater detail. The cellular makeup of organisms and the distinguishing characteristics of groups of organisms are stressed. Students learn about the characteristics of the oceans and Earth's changing surface.

The fifth-grade standards focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

Scientific Investigation, Reasoning, and Logic

5.1 The student will demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

a) items such as rocks, minerals, and organisms are identified using ~~a~~ various classification keys;

b) ~~estimations~~ estimates and accurate measurements of length, mass, ~~and~~ volume, and temperature are made in metric units using proper tools;

~~c) appropriate instruments are selected and used for making quantitative observations of length, mass, volume, and elapsed time;~~

c) estimates and accurate measurements of elapsed time are made using proper tools;

~~d) accurate measurements are made using basic tools (thermometer, meter stick, balance, graduated cylinder)~~ [Move list to Curriculum Framework]

d) hypotheses are formed from testable questions;

~~g)~~ e) ~~manipulated and responding~~ independent and dependent variables are identified; ~~and~~

f) constants in an experimental situation are identified;

~~e)~~ g) data are collected, recorded, analyzed and ~~reported~~ communicated using ~~the appropriate~~ proper graphical representations ~~(graphs, charts, diagrams)~~ [Move to Curriculum Framework] and using metric measurements;

~~h) an understanding of the nature of science is developed and reinforced.~~

~~f)~~ h) predictions are made using patterns from data collected, and simple graphical data are ~~extrapolated~~ generated; ~~and~~

i) inferences are made and conclusions are drawn~~.~~;

j) models are constructed to clarify explanations, demonstrate relationships, and solve needs; and

k) current applications are used to reinforce science concepts.

Force, Motion, and Energy

5.2 The student will investigate and understand how sound is created and transmitted, and how it is used ~~as a means of communication~~. Key concepts include

a) compression waves;

~~a)~~ b) vibration, compression, wavelength, ~~vibration~~, frequency, amplitude;

~~b)~~ c) the ability of different media (solids, liquids, and gases) to transmit sound; and

~~c)~~ d) uses and applications of sound waves ~~(voice, sonar, animal sounds, and musical instruments)~~ [Move to Curriculum Framework].

5.3 The student will investigate and understand basic characteristics of visible light and how it behaves. Key concepts include

a) ~~the visible spectrum and light waves~~ transverse waves;

b) the visible spectrum;

~~d)~~ c) opaque, transparent, and translucent; ~~and~~

~~e)~~ d) reflection of light from reflective surfaces ~~(mirrors)~~ [Move to Curriculum Framework]; and

~~e)~~ ~~historical contributions in understanding light.~~

~~b)~~ e) refraction of light through water and prisms~~;~~.

Matter

5.4 The student will investigate and understand that matter is anything that has mass, takes up space, and occurs as a solid, liquid, or gas. Key concepts include

a) distinguishing properties of each phase of matter;

~~a)~~ b) atoms~~,~~ and elements~~, molecules, and compounds~~;

~~c)~~ c) the effect of ~~heat~~ temperature on the states of matter; ~~the effect of heat on the states of matter.~~

~~e)~~ d) molecules and compounds; and

~~b)~~ ~~d)~~ e) mixtures including solutions~~; and~~.

Living Systems

5.5 The student will investigate and understand that organisms are made of one or more cells and have distinguishing characteristics~~.~~ that play a vital role in the organism's ability to survive and thrive in its environment. Key concepts include

a) basic cell structures and functions;

~~b)~~ ~~kingdoms of living things;~~ [Move to Curriculum Framework]

b) classification of organisms using physical characteristics, body structures, and behavior of the organism; and

~~c)~~ ~~vascular and nonvascular plants; and~~ [Move to Curriculum Framework]

c) traits of organisms that allow them to survive in their environment.

~~d)~~ ~~vertebrates and invertebrates.~~ [Move to Curriculum Framework]

Interrelationships in Earth/Space Systems

5.6 The student will investigate and understand characteristics of the ocean environment. Key concepts include

a) geological characteristics ~~(continental shelf, slope, rise)~~ [Move to Curriculum Framework];

b) physical characteristics ~~(depth, salinity, major currents)~~ [Move to Curriculum Framework]; and

c) ~~biological~~ ecological characteristics ~~(ecosystems)~~ [Move to Curriculum Framework].

Earth Patterns, Cycles, and Change

5.7 The student will investigate and understand how the Earth's surface is constantly changing. Key concepts include

a) ~~the rock cycle including~~ identification of ~~and transformations between~~ [Move to 5.7b] rock types;

b) the rock cycle and how transformations between rocks occur;

~~b)~~ c) Earth history and fossil evidence;

~~c)~~ d) the basic structure of the Earth's interior;

~~d)~~ e) changes in the Earth's crust due to plate tectonics ~~(earthquakes and volcanoes)~~ [Move to Curriculum Framework];

~~e)~~ f) weathering, ~~and~~ erosion, and deposition; and

~~f)~~ g) human impact.

Grade Six

The sixth-grade standards continue to emphasize data analysis and experimentation. Methods are studied for testing the validity of predictions and conclusions. Scientific methodology, focusing on precision in stating hypotheses and defining dependent and independent variables, is strongly reinforced. The concept of change is explored through the study of transformations of energy and matter. The standards present an integrated focus on the role of the sun's energy in the Earth's systems, on water in the environment, on air and atmosphere, and on basic chemistry concepts. A more detailed understanding of the solar system and space exploration becomes a focus of instruction. Natural resource management, its relation to public policy, and cost/benefit tradeoffs in conservation policies are introduced.

The sixth-grade standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

Scientific Investigation, Reasoning, and Logic

6.1 The student will ~~plan and conduct~~ demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

a) observations are made involving fine discrimination between similar objects and organisms;

~~b)~~ ~~a classification system is developed based on multiple attributes;~~ [Move to SOL LS.1b]

~~c)~~ b) precise and approximate measurements are recorded;

~~d)~~ c) scale models are used to estimate distance, volume, and quantity;

~~e)~~ d) hypotheses are stated in ways that identify the independent ~~(manipulated)~~ and dependent ~~(responding)~~ variables;

~~f)~~ e) a method is devised to test the validity of predictions and inferences;

~~g)~~ f) one variable is manipulated over time, using many repeated trials;

~~h)~~ g) data are collected, recorded, analyzed, and reported using ~~appropriate~~ metric measurements and tools;

~~i)~~ h) data are ~~organized~~ analyzed and communicated through graphical representation ~~(graphs, charts, and diagrams)~~; [Move to Curriculum Framework]

~~j)~~ i) models and simulations are designed ~~designed to explain a sequence~~ and used to illustrate and explain phenomena and systems; and ~~an understanding of the nature of science is developed and reinforced~~. [Move to SOL 6.1]

j) current applications are used to reinforce science concepts.

Force, Motion, and Energy

6.2 The student will investigate and understand basic sources of energy, their origins, transformations, and uses. Key concepts include

a) potential and kinetic energy;
b) the role of the sun in the formation of most energy sources on Earth;
c) nonrenewable energy sources ~~(fossil fuels including petroleum, natural gas, and coal)~~; [Move to Curriculum Framework]
d) renewable energy sources ~~(wood, wind, hydro, geothermal, tidal, and solar)~~; and [Move to Curriculum Framework]
e) energy transformations ~~(heat/light to mechanical, chemical, and electrical energy)~~. [Move to Curriculum Framework]

6.3 The student will investigate and understand the role of solar energy in driving most natural processes within the atmosphere, the hydrosphere, and on the Earth's surface. Key concepts include

a) the Earth's energy budget;
b) the role of radiation and convection in the distribution of energy;
c) the motion of the atmosphere and the oceans;
d) cloud formation; and
e) the role of ~~heat~~ thermal energy in weather-related phenomena including thunderstorms and hurricanes.

Matter

6.4 The student will investigate and understand that all matter is made up of atoms. Key concepts include

a) atoms ~~are made up of~~ consist of ~~fundamental~~ particles, including electrons, protons, and neutrons;
b) atoms of ~~any~~ a particular element are alike but are different from atoms of other elements;
c) elements may be represented by chemical symbols;
d) two or more atoms ~~may be chemically combined~~ interact to form new substances, which are held together by electrical forces (bonds);
e) compounds may be represented by chemical formulas;
f) chemical equations can be used to model chemical changes; and
g) a limited number of elements comprise the largest portion of the solid Earth, living matter, the oceans, and the atmosphere.

6.5 The student will investigate and understand the unique properties and characteristics of water and its roles in the natural and human-made environment. Key concepts include

a) water as the universal solvent;
b) the properties of water in all three ~~states~~ phases;
c) the action of water in physical and chemical weathering;
d) the ability of large bodies of water to store ~~heat~~ thermal energy and moderate climate;
~~e) the origin and occurrence of water on Earth;~~

~~f)~~ e) the importance of water for agriculture, power generation, and public health; and

~~e)~~ f) the importance of protecting and maintaining water resources.

6.6 The student will investigate and understand the properties of air and the structure and dynamics of the Earth's atmosphere. Key concepts include

a) air as a mixture of gaseous elements and compounds;
b) ~~air~~ pressure, temperature, and humidity;
c) ~~how the atmosphere~~ atmospheric changes with altitude;
d) natural and human-caused changes to the atmosphere and the importance of protecting and maintaining air quality;
e) the relationship of atmospheric measures and weather conditions; and
f) basic information from weather maps, including fronts, systems, and basic measurements~~; and~~.
~~g)~~ ~~the importance of protecting and maintaining air quality~~. [Move to SOL 6.6d]

Living Systems

6.7 The student will investigate and understand the natural processes and human interactions that affect watershed systems. Key concepts include

a) the health of ecosystems and the abiotic factors of a watershed;
b) the location and structure of Virginia's regional watershed systems;
c) divides, tributaries, river systems, and river and stream processes;
d) wetlands;
e) estuaries;
f) major conservation, health, and safety issues associated with watersheds; and
g) water monitoring and analysis using field equipment including hand-held technology.

Interrelationships in Earth/Space Systems

6.8 The student will investigate and understand the organization of the solar system and the ~~relationships~~ interactions among the various bodies that comprise it. Key concepts include

a) the sun, moon, Earth, other planets and their moons, dwarf planets, meteors, asteroids, and comets;
b) relative size of and distance between planets;
c) the role of gravity;
d) revolution and rotation;
e) the mechanics of day and night and the phases of the moon;
f) the unique properties of Earth as a planet;
g) the relationship of the Earth's tilt and the seasons;
h) the cause of tides; and
i) the history and technology of space exploration.

Earth Resources

6.9 The student will investigate and understand public policy decisions relating to the environment. Key concepts include

a) management of renewable resources ~~(water, air, soil, plant life, animal life)~~; [Move to Curriculum Framework]

b) management of nonrenewable resources ~~(coal, oil, natural gas, nuclear power,mineral resources)~~; [Move to Curriculum Framework]

c) the mitigation of land-use and environmental hazards through preventive measures; and

d) cost/benefit tradeoffs in conservation policies.

Life Science

The Life Science standards emphasize a more complex understanding of change, cycles, patterns, and relationships in the living world. Students build on basic principles related to these concepts by exploring the cellular organization and the classification of organisms; the dynamic relationships among organisms, populations, communities, and ecosystems; and change as a result of the transmission of genetic information from generation to generation. Inquiry skills at this level include organization and mathematical analysis of data, manipulation of variables in experiments, and identification of sources of experimental error. Metric units (SI – International System of Units) are expected to be used as the primary unit of measurement to gather and report data at this level.

The Life Science standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

LS.1 The student will ~~plan and conduct~~ demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

a) data are organized into tables showing repeated trials and means;
~~b) variables are defined~~;
b) a classification system is developed based on multiple attributes;
c) ~~metric units (SI – International System of Units are used)~~ triple beam and electronic balances, thermometers, metric rulers, graduated cylinders and probeware are used to gather data;
d) models and simulations are constructed and used to illustrate and explain phenomena;
e) sources of experimental error are identified;
f) dependent variables, independent variables, and constants are identified;
g) variables are controlled to test hypotheses, and trials are repeated;
h) ~~continuous line graphs are constructed, interpreted, and used to make predictions~~ data are organized, communicated through graphical representation, interpreted, and used to make predictions;
i) ~~interpretations from a set of data are evaluated and defended~~ patterns are identified in data and are interpreted and evaluated; and
~~j) an understanding of the nature of science is developed and reinforced.~~ [Move to SOL LS.1]
j) current applications are used to reinforce life science concepts.

LS.2 The student will investigate and understand that all living things are composed of cells. Key concepts include

a) cell structure and organelles ~~(cell membrane, cell wall, cytoplasm, vacuole, mitochondrion, endoplasmic reticulum, nucleus, and chloroplast)~~; [Move to Curriculum Framework]
b) similarities and differences between plant and animal cells;
c) development of cell theory; and

d) cell division ~~(mitosis and meiosis)~~. [Move to Curriculum Framework]

LS.3 The student will investigate and understand that living things show patterns of cellular organization. Key concepts include

a) cells, tissues, organs, and systems; and

b) ~~life functions and processes of cells, tissues, organs, and systems (respiration, removal of wastes, growth, reproduction, digestion, and cellular transport)~~ patterns of cellular organization and their relationship to life processes in living things.

~~LS.4~~ ~~The student will investigate and understand that the basic needs of organisms must be met in order to carry out life processes. Key concepts include~~

~~a) plant needs;~~

~~b) animal needs; and~~

~~c) factors that influence life processes.~~ [LS.4 is included in LS.3 and LS.5]

LS.~~5~~ 4 The student will investigate and understand how organisms can be classified. Key concepts include

a) the distinguishing characteristics of domains of organisms;

~~a)~~ b) the distinguishing characteristics of kingdoms of organisms;

~~b)~~ c) the distinguishing characteristics of major animal phyla and plant ~~phyla~~ divisions; and

~~c)~~ d) the characteristics ~~of the~~ that define a species.

LS.~~6~~ 5 The student will investigate and understand the basic physical and chemical processes of photosynthesis and its importance to plant and animal life. Key concepts include

a) energy transfer between sunlight and chlorophyll;

b) transformation of water and carbon dioxide into sugar and oxygen; and

c) photosynthesis as the foundation of virtually all food webs.

LS.~~7~~ 6 The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include

a) the carbon, water, and nitrogen cycles;

b) interactions resulting in a flow of energy and matter throughout the system;

c) complex relationships within terrestrial, freshwater, and marine ecosystems; and

d) energy flow in food webs and energy pyramids.

LS.~~8~~ 7 The student will investigate and understand that interactions exist among members of a population. Key concepts include

a) competition, cooperation, social hierarchy, territorial imperative; and

b) influence of behavior on a population.

LS.~~9~~ 8 The student will investigate and understand interactions among populations in a biological community. Key concepts include

a) the relationships among producers, consumers, and decomposers in food webs;

b) the relationship between predators and prey;

c) competition and cooperation;

d) symbiotic relationships; and

e) niches.

LS.~~10~~ 9 The student will investigate and understand how organisms adapt to biotic and abiotic factors in an ecosystem. Key concepts include

a) differences between ecosystems and biomes;
b) characteristics of land, marine, and freshwater ecosystems; and
c) adaptations that enable organisms to survive within a specific ecosystem.

LS.~~11~~ 10 The student will investigate and understand that ecosystems, communities, populations, and organisms are dynamic, ~~and~~ change over time ~~change over time, (daily, seasonal, and long term)~~ and respond to daily, seasonal, and long-term changes in their environment. Key concepts include

a) phototropism, hibernation, and dormancy;
b) factors that increase or decrease population size; and
c) eutrophication, climate changes, and catastrophic disturbances.

LS.~~12~~ 11 The student will investigate and understand the relationships between ecosystem dynamics and human activity. Key concepts include

a) food production and harvest;
b) change in habitat size, quality, or structure;
c) change in species competition;
d) population disturbances and factors that threaten or enhance species survival; and
e) environmental issues ~~(water supply, air quality, energy production, and waste management)~~. [Move to Curriculum Framework]

LS.~~13~~ 12 The student will investigate and understand that organisms reproduce and transmit genetic information to new generations. Key concepts include

a) the structure and role of DNA;
b) the function of genes and chromosomes;
c) genotypes and phenotypes;
~~d)~~ ~~factors affecting the expression of traits~~;
~~e)~~ d) characteristics that can and cannot be inherited;
~~f)~~ e) genetic engineering and its applications; and
~~g)~~ f) historical contributions and significance of discoveries related to genetics.

LS.~~14~~ 13 The student will investigate and understand that ~~organisms~~ populations of organisms change over time. Key concepts include

a) the relationships of mutation, adaptation, natural selection, and extinction;
b) evidence of evolution of different species in the fossil record; and
c) how environmental influences, as well as genetic variation, can lead to diversity of organisms.

Physical Science

The Physical Science standards continue to build on skills of systematic investigation with a clear focus on variables and repeated trials. Validating conclusions using evidence and data becomes increasingly important at this level. Students will plan and conduct research involving both classroom experimentation and literature reviews from written and electronic resources. Research methods and skills highlight practical problems and questions. Students will share their work, using written reports and other presentations~~,~~ and will continue to use metric units (SI – International System of Units) as the primary unit of measurement for gathering and reporting data.

The Physical Science standards stress an in-depth understanding of the nature and structure of matter and the characteristics of energy. The standards place considerable emphasis on the technological application of physical science principles. Major areas covered by the standards include the organization and use of the periodic table; physical and chemical changes; nuclear reactions; temperature and heat; sound; light; electricity and magnetism; and work, force, and motion.

The Physical Science standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

PS.1 The student will ~~plan and conduct~~ demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

a) chemicals and equipment are used safely;
b) length, mass, volume, density, temperature, weight, and force are accurately measured ~~and reported using metric units (SI – International System of Units)~~;
c) conversions are made among metric units, applying appropriate prefixes;
d) triple beam and electronic balances, thermometers, metric rulers, graduated cylinders, probeware, and spring scales are used to gather data;
e) numbers are expressed in scientific notation where appropriate;
~~f)~~ ~~research skills are utilized using a variety of resources;~~
~~g)~~ f) independent and dependent variables, constants, controls, and repeated trials are identified;
~~h)~~ g) data tables showing the independent and dependent variables, derived quantities, and the number of trials are constructed and interpreted;
~~i)~~ h) data tables for descriptive statistics showing specific measures of central tendency, the range of the data set, and the number of repeated trials are constructed and interpreted;
~~j)~~ i) frequency distributions, ~~scattergrams,~~ scatterplots, line plots, and histograms are constructed and interpreted;
~~k)~~ j) valid conclusions are made after analyzing data;
~~l)~~ k) research methods are used to investigate practical problems and questions;
~~m)~~ l) experimental results are presented in appropriate written form; ~~and~~
~~n)~~ ~~an understanding of the nature of science is developed and reinforced.~~ [Move to SOL PS.1]

m) models and simulations are constructed and used to illustrate and explain phenomena; and

~~m)~~ n) current applications of physical science concepts are used.

PS.2 The student will investigate and understand the ~~basic~~ nature of matter. Key concepts include

a) the particle theory of matter;

b) elements, compounds, mixtures, acids, bases, and salts;

c) solids, liquids, and gases;

~~d)~~ ~~characteristics of types of matter based on physical and chemical properties;~~ [Move to SOL PS.2f]

~~e)~~ d) physical properties ~~(shape, density, solubility, odor, melting point, boiling point, color)~~; ~~and~~ [Move to Curriculum Framework]

~~f)~~ e) chemical properties ~~(acidity, basicity, combustibility, reactivity).~~; and [Move to Curriculum Framework]

f) characteristics of types of matter based on physical and chemical properties.

PS.3 The student will investigate and understand the modern and historical models of atomic structure. Key concepts include

a) the contributions of Dalton, Thomson, Rutherford, and Bohr in understanding the atom; and

b) the modern model of atomic structure.

PS.4 The student will investigate and understand the organization and use of the periodic table of elements to obtain information. Key concepts include

a) symbols, atomic number, atomic mass ~~atomic mass~~ ~~mass number~~, chemical families (groups), and periods;

b) classification of elements as metals, metalloids, and nonmetals; and

c) ~~simple compounds (formulas and the nature of bonding)~~formation of compounds through ionic and covalent bonding.

PS.5 The student will investigate and understand changes in matter and the relationship of these changes to the Law of Conservation of Matter and Energy. Key concepts include

a) physical changes;

~~b)~~ ~~nuclear reactions (products of fusion and fission and the effect of these products on humans and the environment); and~~ [Move to SOL PS.5c]

~~c)~~ b) chemical changes ~~(types of reactions, reactants, and products; and balanced equations).~~; and [Move to Curriculum Framework]

c) nuclear reactions. ~~(products of fusion and fission and the effect of these products on humans and the environment); and~~ [Move to Curriculum Framework]

PS.6 The student will investigate and understand ~~states and~~ forms of energy and how energy is transferred and transformed. Key concepts include

a) potential and kinetic energy; and

b) mechanical, chemical, ~~and~~ electrical ~~energy; and~~

~~c)~~ ~~heat, light, and sound~~, thermal, radiant and nuclear energy.

PS.7 The student will investigate and understand temperature scales, heat, and ~~heat~~ thermal energy transfer ~~transfer~~. Key concepts include

a) Celsius and Kelvin temperature scales and absolute zero;
b) phase change, freezing point, melting point, boiling point, vaporization, and condensation;
c) conduction, convection, and radiation; and
d) applications of ~~heat~~ thermal energy transfer (~~heat engines, thermostats, refrigeration, and heat pumps).~~ [Move to Curriculum Framework]

PS.8 The student will investigate and understand the characteristics of sound waves ~~and technological applications of sound waves~~. Key concepts include

a) wavelength, frequency, speed, ~~and~~ amplitude, rarefaction, and compression;
b) resonance;
c) the nature of ~~mechanical~~ compression waves; and
d) technological applications of sound.

PS.9 The student will investigate and understand the ~~nature~~ characteristics of transverse waves ~~and technological applications of light~~. Key concepts include

a) wavelength, frequency, speed, amplitude, crest, and trough;
~~a)~~ b) the wave behavior of light ~~(reflection, refraction, diffraction, and interference)~~; [Move to Curriculum Framework]
~~b)~~ c) images formed by lenses and mirrors; ~~and~~
~~c)~~ d) the electromagnetic spectrum; and
e) technological applications of light.

PS.10 The student will investigate and understand the scientific principles ~~and technological applications~~ of work, force, and motion. Key concepts include

a) speed, velocity, and acceleration;
b) Newton's laws of motion;
c) work, force, mechanical advantage, efficiency, and power; and
d) technological applications of work, force, and motion ~~(simple machines, compound machines, powered vehicles, rockets, and restraining devices)~~. [Move to Curriculum Framework]

PS.11 The student will investigate and understand basic principles of electricity and magnetism. Key concepts include

a) static electricity, current electricity, and circuits;
b) relationship between a magnetic field~~s~~ and ~~electromagnets~~ an electric current;
c) electromagnets, motors, and generators and their uses~~.~~; and
d) conductors, semiconductors, and insulators.

Earth Science

The Earth Science standards connect the study of ~~the~~ Earth's composition, structure, processes, and history; its atmosphere, fresh water, and oceans; and its environment in space. The standards emphasize historical contributions in the development of scientific thought about ~~the~~ Earth and space. The standards stress the interpretation of maps, charts, tables, and profiles; the use of technology to collect, analyze, and report data; and the utilization of science skills in systematic investigation. Problem solving and decision making are an integral part of the standards, especially as they relate to the costs and benefits of utilizing ~~the~~ Earth's resources. Major topics of study include plate tectonics, the rock cycle, Earth history, the oceans, the atmosphere, weather and ~~weather and~~ climate, and the solar system and universe.

The Earth Science standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

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

a) volume, area, mass, elapsed time, direction, temperature, pressure, distance, density, and changes in elevation/depth are calculated utilizing the most appropriate tools;

b) technologies, including computers, probeware, and ~~global positioning systems (GPS)~~ geospatial technologies, are used to collect, analyze, and report data and to demonstrate concepts and simulate experimental conditions;

c) scales, diagrams, ~~maps~~, charts, graphs, tables, imagery, models and profiles are constructed and interpreted;

d) maps and globes are read and interpreted, including location by latitude and longitude;

~~d)~~ e) variables are manipulated with repeated trials; and

~~e) a scientific viewpoint is constructed and defended (the nature of science).~~

f) current applications are used to reinforce Earth science concepts.

ES.2 The student will demonstrate an understanding of the nature of science and scientific reasoning and logic ~~by~~. Key concepts include

a) ~~analyzing how~~ science explains and predicts the interactions and dynamics of complex Earth systems;

b) ~~recognizing that~~ evidence is required to evaluate hypotheses and explanations;

~~c) comparing different scientific explanations for a set of observations about the Earth;~~

~~d)~~ c) ~~explaining that~~ observation and logic are essential for reaching a conclusion; and

~~e)~~ d) ~~evaluating~~ evidence is evaluated for scientific theories.

~~ES.3~~ ~~The student will investigate and understand how to read and interpret maps, globes, models, charts, and imagery. Key concepts include~~

~~a)~~ ~~maps (bathymetric, geologic, topographic, and weather) and star charts;~~ [Move to SOL ES.1d and Curriculum Framework]

~~b)~~ ~~imagery (aerial photography and satellite images);~~ [Move to SOL ES.1c and Curriculum Framework]

~~c)~~ ~~direction and measurements of distance on any map or globe; and~~ [Move to SOL ES.1d and Curriculum Framework]

~~d)~~ ~~location by latitude and longitude and topographic profiles.~~ [Move to SOL ES.1d and Curriculum Framework]

ES.~~4~~ 3 The student will investigate and understand the characteristics of ~~the~~ Earth and the solar system. Key concepts include

a) position of ~~the~~ Earth in the solar system;
b) sun-Earth-moon relationships (seasons, tides, and eclipses);
c) characteristics of the sun, planets and their moons, comets, meteors, and asteroids; and
d) the history and contributions of ~~the~~ space ~~program~~ exploration.

ES.~~5~~ 4 The student will investigate and understand how to identify major rock-forming and ore minerals based on physical and chemical properties. Key concepts include

a) hardness, color and streak, luster, cleavage, fracture, and unique properties; and
b) uses of minerals.

ES.~~6~~ 5 The student will investigate and understand the rock cycle as it relates to the origin and transformation of rock types and how to identify common rock types based on mineral composition and textures. Key concepts include

a) igneous ~~(intrusive and extrusive)~~ rocks; [Move to Curriculum Framework]
b) sedimentary ~~(clastic and chemical)~~ rocks; and [Move to Curriculum Framework]
c) metamorphic ~~(foliated and unfoliated)~~ rocks. [Move to Curriculum Framework]

ES.~~7~~ 6 The student will investigate and understand the differences between renewable and nonrenewable resources. Key concepts include

a) fossil fuels, minerals, rocks, water, and vegetation;
b) advantages and disadvantages of various energy sources;
c) resources found in Virginia; and
~~d)~~ ~~making informed judgments related to resource use and its effects on Earth systems; and~~
~~e)~~ d) environmental costs and benefits.

ES.~~8~~ 7 The student will investigate and understand geologic processes including plate tectonics. Key concepts include

~~a)~~ ~~how geologic processes are evidenced in the physiographic provinces of Virginia including the Coastal Plain, Piedmont, Blue Ridge, Valley and Ridge, and Appalachian Plateau;~~ [Move to Curriculum Framework]

~~b)~~ a) geologic processes ~~(faulting, folding, volcanism, metamorphism, weathering, erosion, deposition, and sedimentation)~~ [Move to Curriculum Framework]and their resulting features; and

~~c)~~ b) tectonic processes ~~(subduction, rifting and sea floor spreading, and continental collision)~~. [Move to Curriculum Framework]

ES.~~9~~ 8 The student will investigate and understand how freshwater resources are influenced by geologic processes and the activities of humans. Key concepts include

a) processes of soil development;
b) development of karst topography;
c) ~~identification of~~ relationships between groundwater zones, including saturated and unsaturated zones and the water table~~, zone of saturation, and zone of aeration~~;
d) identification of ~~other~~ sources of fresh water including rivers, springs, and aquifers, with reference to the hydrologic cycle;
e) dependence on freshwater resources and the effects of human usage on water quality; and
f) identification of the major watershed systems in Virginia including the Chesapeake Bay and its tributaries.

ES.~~10~~ 9 The student will investigate and understand that many aspects of the history and evolution of ~~the~~ Earth and life can be inferred by studying rocks and fossils. Key concepts include

a) traces and remains of ancient, often extinct, life are preserved by various means in many sedimentary rocks;
b) superposition, cross-cutting relationships, index fossils, and radioactive decay are methods of dating bodies of rock;
c) absolute and relative dating have different applications but can be used together to determine the age of rocks and structures; and
d) rocks and fossils from many different geologic periods and epochs are found in Virginia.

ES.~~11~~ 10 The student will investigate and understand that oceans are complex, interactive physical, chemical, and biological systems and are subject to long- and short-term variations. Key concepts include

a) physical and chemical changes related to tides, waves, currents, sea level and ice cap variations, upwelling and salinity variations; ~~changes characteristics related to (tides, waves, currents, sea level and ice cap variations, upwelling, and salinity variations)~~; ~~[Move to Curriculum Framework]~~
b) importance of environmental and geologic implications;
c) systems interactions ~~(density differences, energy transfer, weather, and climate)~~; [Move to Curriculum Framework]
d) features of the sea floor ~~(continental margins, trenches, mid-ocean ridges, and abyssal plains)~~ [Move to Curriculum Framework] as reflections of tectonic processes; and
e) economic and public policy issues concerning the oceans and the coastal zone including the Chesapeake Bay.

ES.~~12~~ 11 The student will investigate and understand the origin and evolution of the atmosphere and the interrelationship of geologic processes, biologic processes, and human activities on its composition and dynamics. Key concepts include

a) scientific evidence for atmospheric composition changes over geologic time;
b) current theories related to the effects of early life on the chemical makeup of the atmosphere;
~~c) comparison of the Earth's atmosphere to that of other planets;~~
~~d)~~ c) atmospheric regulation mechanisms including the effects of density differences and energy transfer; and
~~e)~~ d) potential ~~atmospheric compositional~~ changes to the atmosphere and climate due to human, biologic, and geologic activity.

ES.~~13~~ 12 The student will investigate and understand that energy transfer between the sun and ~~the~~ Earth and its atmosphere drives weather and ~~weather and~~ climate on Earth. Key concepts include

a) observation and collection of weather ~~weather~~ ~~climate~~ data;
b) prediction of weather patterns ~~prediction of weather patterns~~ ~~history of climate change~~;
~~c) heat exchange between the ocean and the atmosphere;~~
~~c)~~ ~~d)~~ c) severe weather occurrences, such as tornadoes, hurricanes, and major storms; and
~~d)~~ ~~e)~~ d) weather phenomena and the factors that affect climate including radiation, conduction and convection.

ES.~~14~~ 13 The student will investigate and understand scientific concepts related to the origin and evolution of the universe. Key concepts include

~~a) nebulae;~~
a) cosmology including the Big Bang theory;
b) the origin and evolution of stars ~~and~~, star systems and galaxies~~;~~.
~~c) stellar evolution;.~~ [Move to SOL ES.13b]
~~d) galaxies; and~~ [Move to SOL ES.13b]
~~e) cosmology including the big bang theory.~~ [Move to SOL ES.13a)

Biology

The Biology standards are designed to provide students with a detailed understanding of living systems. Emphasis continues to be placed on the skills necessary to examine alternative scientific explanations, actively conduct controlled experiments, analyze and communicate information, and gather and use information in scientific literature. The history of biological thought and the evidence that supports it are explored, providing the foundation for investigating biochemical life processes, cellular organization, mechanisms of inheritance, dynamic relationships among organisms, and the change in organisms through time. The importance of scientific research that validates or challenges ideas is emphasized at this level. All students are expected to achieve the content of the biology standards.

The Biology standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

BIO.1 The student will ~~plan and conduct~~ demonstrate an understanding of scientific reasoning, logic and the nature of science by planning and conducting investigations in which

a) observations of living organisms are recorded in the lab and in the field;
b) hypotheses are formulated based on direct observations and information from scientific literature;
c) variables are defined and investigations are designed to test hypotheses;
d) graphing and arithmetic calculations are used as tools in data analysis;
e) conclusions are formed based on recorded quantitative and qualitative data;
f) sources of error inherent in experimental design are identified and discussed;
g) validity of data is determined;
h) chemicals and equipment are used in a safe manner;
i) appropriate technology including computers, graphing calculators, and probeware, is used for gathering and analyzing data ~~and~~, communicating results, modeling concepts and simulating experimental conditions;
j) research utilizes scientific literature;
k) differentiation is made between a scientific hypothesis, ~~and~~ theory, and law;
l) alternative scientific explanations and models are recognized and analyzed; and
~~m) a scientific viewpoint is constructed and defended (the nature of science).~~
m) current applications of biological concepts are used.

~~BIO.2~~ ~~The student will investigate and understand the history of biological concepts. Key concepts include~~

~~a)~~ ~~evidence supporting the cell theory;~~ [Move to SOL BIO.3a]

~~b)~~ ~~scientific explanations of the development of organisms through time (biological evolution);~~ [Move to SOL BIO.7e]

~~c)~~ ~~evidence supporting the germ theory of infectious disease;~~ [Move to SOL BIO.4f]

~~d)~~ ~~development of the structural model of DNA; and~~ [Move to SOL BIO.5e]

~~e)~~ ~~the collaborative efforts of scientists, past and present.~~

BIO.~~3~~ 2 The student will investigate and understand the chemical and biochemical principles essential for life. Key concepts include

a) water chemistry and its impact on life processes;

b) the structure and function of macromolecules;

c) the nature of enzymes; and

d) the capture, storage, transformation, and flow of energy through the processes of photosynthesis and respiration.

BIO.~~4~~ 3 The student will investigate and understand relationships between cell structure and function. Key concepts include

a) evidence supporting the cell theory;

~~a)~~ b) characteristics of prokaryotic and eukaryotic cells;

~~b)~~ ~~exploring the diversity and variation of eukaryotes;~~

c) similarities between the activities of the organelles in a single cell and a whole organism; ~~and~~

d) the cell membrane model ~~(diffusion, osmosis, and active transport).~~; and [Move to Curriculum Framework]

e) the impact of surface area to volume ratio on cell division, material transport and other life processes.

BIO.~~5~~ 4 The student will investigate and understand life functions of ~~archaebacteria, monerans (eubacteria), protists, fungi, plants, and animals including humans~~ Archaea, Bacteria and Eukarya. Key concepts include

~~a)~~ ~~how their structures and functions vary between and within the kingdoms.~~

~~b)~~ a) comparison of their metabolic activities;

~~c)~~ ~~analyses of their external and internal responses to the environment;~~

~~d)~~ b) maintenance of homeostasis;

c) how the structures and functions vary among and within the eukarya kingdoms of protists, fungi, plants and animals including humans;

~~e)~~ d) human health issues, human anatomy, and body systems~~, and life functions~~; ~~and~~

~~f)~~ e) how viruses compare with organisms~~.~~; and

f) evidence supporting the germ theory of infectious disease.

BIO.~~6~~ 5 The student will investigate and understand common mechanisms of inheritance and protein synthesis. Key concepts include

a) cell growth and division;
b) gamete formation;
c) cell specialization;
d) prediction of inheritance of traits based on the Mendelian laws of heredity;
e) historical development of the structural model of DNA;
~~e)~~ f) genetic variation ~~(mutation, recombination, deletions, additions to DNA);~~ [Move to Curriculum Framework]
~~f)~~ g) the structure, function, and replication of nucleic acids ~~(DNA and RNA);~~ [Move to Curriculum Framework]
~~g)~~ h) events involved in the construction of proteins;
~~h)~~ i) use, limitations, and misuse of genetic information; and
~~i)~~ j) exploration of the impact of DNA technologies.

BIO.~~7~~ 6 The student will investigate and understand bases for modern classification systems. Key concepts include

a) structural similarities among organisms;
b) fossil record interpretation;
c) comparison of developmental stages in different organisms;
d) examination of biochemical similarities and differences among organisms; and
e) systems of classification that are adaptable to new scientific discoveries.

BIO.~~8~~ 7 The student will investigate and understand how populations change through time. Key concepts include

a) evidence found in fossil records;
b) how genetic variation, reproductive strategies, and environmental pressures impact the survival of populations;
c) how natural selection leads to adaptations;
d) emergence of new species; and
e) scientific evidence and explanations for biological evolution.

BIO.~~9~~ 8 The student will investigate and understand dynamic equilibria within populations, communities, and ecosystems. Key concepts include

a) interactions within and among populations including carrying capacities, limiting factors, and growth curves;
b) nutrient cycling with energy flow through ecosystems;
c) succession patterns in ecosystems;
d) the effects of natural events and human activities on ecosystems; and
e) analysis of the flora, fauna, and microorganisms of Virginia ecosystems. ~~including the Chesapeake Bay and its tributaries.~~ [Move to Curriculum Framework]

Chemistry

The Chemistry standards are designed to provide students with a detailed understanding of the interaction of matter and energy. This interaction is investigated through the use of laboratory techniques, manipulation of chemical quantities, and problem-solving applications. Scientific methodology is employed in experimental and analytical investigations, and concepts are illustrated with current practical applications that should include examples from environmental, nuclear, organic, and biochemistry content areas.

Technology, including graphing calculators, computers, and probeware, are employed where feasible. Students will understand and use safety precautions with chemicals and equipment. The standards emphasize qualitative and quantitative study of substances and the changes that occur in them. In meeting the chemistry standards, students will be encouraged to share their ideas, use the language of chemistry, discuss problem-solving techniques, and communicate effectively.

The Chemistry standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

CH.1 The student will investigate and understand that experiments in which variables are measured, analyzed, and evaluated produce observations and verifiable data. Key concepts include

a) designated laboratory techniques;
b) safe use of chemicals and equipment;
c) proper response to emergency situations;
d) manipulation of multiple variables, using repeated trials;
e) accurate recording, organization, and analysis of data through repeated trials;
f) mathematical and procedural error analysis;
g) mathematical manipulations including ~~(~~SI units, scientific notation, linear equations, graphing, ratio and proportion, significant digits, and dimensional analysis~~)~~;
h) use of appropriate technology including computers, graphing calculators, and probeware, for gathering data ~~and~~ ,communicating results~~;~~, and~~,~~ ~~modeling concepts and simulating experimental conditions~~ using simulations to model concepts;
~~i)~~ ~~impact of new tools and instruments on increased understanding of nano, atomic and subatomic scales;~~
~~i)~~ ~~j)~~ i) construction and defense of a scientific viewpoint ~~(the nature of science).~~; and
~~k)~~ j) the use of current applications to reinforce chemistry concepts.

CH.2 The student will investigate and understand that the placement of elements on the periodic table is a function of their atomic structure. The periodic table is a tool used for the investigations of

a) average atomic mass, mass number, and atomic number;
b) isotopes, half lives, and radioactive decay;
c) mass and charge characteristics of subatomic particles;
d) families or groups;
e) ~~series and~~ periods;
f) trends including atomic radii, electronegativity, shielding effect, and ionization energy;
g) electron configurations~~, and~~ valence electrons, and oxidation numbers ~~and oxidation numbers~~;
h) chemical and physical properties; and
i) historical and quantum models.

CH.3 The student will investigate and understand how conservation of energy and matter is expressed in chemical formulas and balanced equations. Key concepts include

a) nomenclature;
b) balancing chemical equations;
c) writing chemical formulas ~~(molecular, structural, and empirical; and Lewis diagrams~~); [Move to Curriculum Framework]
d) bonding types ~~(ionic and covalent)~~; [Move to Curriculum Framework]
e) reaction types ~~(synthesis, decomposition, single and double replacement, oxidation-reduction, combustion, neutralization, exothermic, and endothermic)~~; and [Move to Curriculum Framework]
f) reaction rates ~~and~~, kinetics, and equilibrium. ~~(activation energy, catalysis, and degree of randomness)~~. [Move to Curriculum Framework]

CH.4 The student will investigate and understand that chemical quantities ~~in a chemical reaction~~ are based on molar relationships. Key concepts include

a) Avogadro's principle and molar volume;
b) stoichiometric relationships;
~~c)~~ ~~partial pressure;~~ [Move to SOL CH.5b]
~~d)~~ ~~gas laws;~~ [Move to SOL CH.5b]
~~e)~~ c) solution concentrations; and
~~f)~~ ~~chemical equilibrium; and~~ [Move to SOL CH.3f]
~~g)~~ d) acid/base theory; strong electrolytes, weak electrolytes, and nonelectrolytes; dissociation and ionization; pH and pOH; and the titration process.

CH.5 The student will investigate and understand that the phases of matter are explained by kinetic theory and forces of attraction between particles. Key concepts include

a) pressure, temperature, and volume;
b) partial pressure and gas laws;
~~b)~~ c) vapor pressure;
~~c)~~ d) phase changes;
~~d)~~ e) molar heats of fusion and vaporization;
~~e)~~ f) specific heat capacity; and
~~f)~~ g) colligative properties.

CH.6 The student will investigate and understand how basic chemical properties relate to organic chemistry and biochemistry ~~other areas of chemistry~~. Key concepts include

a) ~~organic chemistry~~ unique properties of carbon that allow multi-carbon compounds; and

b) ~~biochemistry~~ uses in pharmaceuticals and genetics, petrochemicals, plastics and food.

Physics

The Physics standards emphasize a more complex understanding of experimentation, the analysis of data, and the use of reasoning and logic to evaluate evidence. The use of mathematics, including algebra and trigonometry, is important, but conceptual understanding of physical systems remains a primary concern. Students build on basic physical science principles by exploring in depth the nature and characteristics of energy and its dynamic interaction with matter. Key areas covered by the standards include force and motion, energy transformations, wave phenomena and the electromagnetic spectrum, ~~light,~~ electricity, fields, and non-Newtonian physics. The standards stress the practical application of physics in other areas of science, ~~and its application to~~ technology, engineering, and mathematics. ~~and how~~ The effects of physics ~~affects~~ on our world are investigated through the study of critical, contemporary global topics.

The Physics standards continue to focus on student growth in understanding the nature of science. This scientific view defines the idea that explanations of nature are developed and tested using observation, experimentation, models, evidence, and systematic processes. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. The nature of science includes the concept that science can provide explanations about nature, can predict potential consequences of actions, but cannot be used to answer all questions.

PH.1 The student will plan and conduct investigations using experimental design and product design processes. ~~in which~~ Key concepts include

- a) the components of a system are defined;
- b) instruments are selected and used to extend observations and measurements ~~of mass, volume, temperature, heat exchange, energy transformations, motion, fields, and electric charge~~; [Move to Curriculum Framework]
- c) information is recorded and presented in an organized format;
- ~~d)~~ ~~metric units are used in all measurements and calculations;~~
- ~~e)~~ d) the limitations of the experimental apparatus and design are recognized;
- ~~f)~~ e) the limitations of measured quantities are recognized through the appropriate use of significant figures or error ranges;
- ~~g)~~ ~~data gathered from non-SI instruments are incorporated through appropriate conversions; and~~
- f) models and simulations are used to visualize and explain phenomena, to make predictions from hypotheses and to interpret data; and
- ~~h)~~ g) appropriate technology, including computers, graphing calculators, and probeware, is used for gathering and analyzing data and communicating results.

PH.2 The student will investigate and understand how to analyze and interpret data. Key concepts include

- a) a description of a physical problem is translated into a mathematical statement in order to find a solution;
- b) relationships between physical quantities are determined using the shape of a curve passing through experimentally obtained data;
- c) the slope of a linear relationship is calculated and includes appropriate units;
- d) interpolated, extrapolated, and analyzed trends are used to make predictions; and
- e) ~~analysis of systems employs~~ situations with vector quantities are analyzed utilizing trigonometric ~~and~~ or graphical methods.

PH.3 The student will investigate and demonstrate an understanding of the nature of science, ~~how to demonstrate~~ scientific reasoning and logic. Key concepts include

a) analysis of scientific sources to develop and refine research hypotheses;
b) analysis of how science explains and predicts relationships;
c) evaluation of evidence for scientific theories;
d) examination of how new discoveries result in modification of existing theories or establishment of new paradigms; and
e) construction and defense of a scientific viewpoint ~~(the nature of science)~~.

PH.4 The student will investigate and understand how applications of physics affect the world. Key concepts include

a) examples from the real world; and
b) exploration of the roles and contributions of science and technology.

PH.5 The student will investigate and understand the interrelationships among mass, distance, force, and time through mathematical and experimental processes. Key concepts include

a) linear motion;
b) uniform circular motion;
c) projectile motion;
d) Newton's laws of motion;
e) gravitation;
f) planetary motion; and
g) work, power, and energy.

PH.6 The student will investigate and understand that quantities including mass, energy, momentum, and charge are conserved. Key concepts include

a) kinetic and potential energy;
b) elastic and inelastic collisions; and
~~c)~~ ~~electric power.~~ [Move to SOL PH.13]
c) mass/energy equivalence.

~~PH.7~~ ~~The student will investigate and understand properties of fluids. Key concepts include~~

~~a)~~ ~~density and pressure;~~
~~b)~~ ~~variation of pressure with depth;~~
~~c)~~ ~~Archimedes' principle of buoyancy;~~
~~d)~~ ~~Pascal's principle;~~
~~e)~~ ~~fluids in motion; and~~
~~f)~~ ~~Bernoulli's principle.~~

PH.~~8~~ 7 The student will investigate and understand that energy can be transferred and transformed to provide usable work. Key concepts include

a) ~~transformation~~ transfer and storage of energy among ~~forms~~ systems including mechanical, thermal, ~~electrical~~, gravitational, electromagnetic, chemical, and nuclear systems; and
b) efficiency of systems.

PH.~~9~~ 8 The student will investigate and understand ~~how to use models of transverse and longitudinal waves to interpret~~ wave phenomena. Key concepts include

a) wave characteristics ~~(period, wavelength, frequency, amplitude, and phase)~~; [Move to Curriculum Framework]

b) fundamental wave processes ~~(reflection, refraction, diffraction, interference, polarization, Doppler effect)~~; and [Move to Curriculum Framework]

c) light and sound in terms of wave models.

PH.~~10~~ 9 The student will investigate and understand that different frequencies and wavelengths in the electromagnetic spectrum are phenomena ranging from radio waves through visible light to gamma radiation. Key concepts include

a) the properties and behaviors and relative size of radio waves, microwaves, infrared, visible light, ultraviolet, X-rays, and gamma rays; ~~and~~

b) wave/particle dual nature of light; and

~~b)~~ c) current applications based on the ~~wave properties of each band~~ ~~relative~~ respective wavelengths.

~~PH.11~~ ~~The student will investigate and understand, in describing optical systems, how light behaves in the fundamental processes of reflection, refraction, and image formation. Key concepts include~~

~~a) application of the laws of reflection and refraction;~~

~~b) construction and interpretation of ray diagrams;~~

~~c) development and use of mirror and lens equations; and~~

~~d) predictions of type, size, and position of real and virtual images.~~

PH.~~12~~ 10 The student will investigate and understand how to use the field concept to describe the effects of gravitational, electric, and magnetic forces. Key concepts include

a) inverse square laws (Newton's law of universal gravitation and Coulomb's law); and

b) ~~operating principles of motors, generators, transformers, and cathode ray tubes~~ technological applications.

PH.~~13~~ 11 The student will investigate and understand how to diagram ~~and~~, construct, and analyze basic electrical circuits and explain the function of various circuit components. Key concepts include

a) Ohm's law;

b) series, parallel, and combined circuits; ~~and~~

c) ~~circuit components including resistors, batteries, generators, fuses, switches, and capacitors.~~ electrical power; and

d) alternating and direct currents.

PH.~~14~~ 12 The student will investigate and understand that extremely large and extremely small quantities are not necessarily described by the same laws as those studied in Newtonian physics. Key concepts may include

a) wave/particle duality;
b) wave properties of matter;
c) matter/energy equivalence;
d) quantum mechanics and uncertainty;
e) relativity;
f) nuclear physics;
g) solid state physics;
h) nanotechnology;
~~h)~~ i) superconductivity; and
~~i)~~ j) radioactivity.

Board of Education Agenda Item

Item: J. **Date:** January 14, 2010

Topic: First Review of State Adoption of Textbooks and Instructional Materials for K-12 History and Social Science

Presenter: Dr. Beverly Thurston, History and Social Science, International Education, and Textbook Coordinator

Telephone Number: 804-225-2893 **E-Mail Address:** Beverly.Thurston@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)
_X_ Board review required by
  _X_ State or federal law or regulation
  ____ Board of Education regulation
  ____ Other: _____
___ Action requested at this meeting _X_ Action requested at future meeting: March 18, 2010

Previous Review/Action:

___ No previous board review/action
_X_ Previous review/action date February 19, 2009 action Approved Process for State Adoption of K-12 History and Social Science Textbooks and Instructional Materials

Background Information:

The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*. The Board of Education's *Regulations Governing Textbook Adoption* specify the types of materials that may be adopted.

Virginia Constitution; Art. VIII § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia, §22.1-238

§ 22.1-238. Approval of textbooks.

A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.

B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.

C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

Regulations Governing Textbook Adoption 8 VAC 20-220-30
Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

"Basal textbook" or "basal instructional materials" are terms often used to describe the types of materials described in 8 VAC 20-220-30. These materials may be print and/or electronic.

Summary of Major Elements
Since 1995, the Department of Education has worked with state committees to review and evaluate publishers' textbook submissions primarily with respect to Standards of Learning (SOL) correlation. Following each review, the Department of Education provides school divisions with a list of the instructional materials submitted and a profile of each submission that includes the degree of Standards of Learning correlation. On February 19, 2009, the Board of Education authorized the Department to begin the process of the K-12 history and social science textbooks and instructional materials review.

In June 2009, committees of Virginia educators received history and social science textbook samples along with *K-12 History and Social Science Standards of Learning* textbook correlations from publishers. Members of these committees conducted individual analyses of the materials prior to meeting with the full committee. In July 2009, the committees convened in Richmond to reach consensus on their reviews of the submitted materials. The consensus evaluations were shared with publishers, and publishers were given an opportunity to respond to the committees' reviews and recommendations. Requests by publishers for reconsideration were examined carefully prior to the list being submitted to the Board of Education for first review. Attachment A contains a master list for all textbooks that were reviewed and recommended. Two textbooks by the Wright Group/McGraw-Hill, a division of the McGraw-Hill Companies, Inc., were not recommended as being adequately aligned with the *History and Social Science Standards of Learning* for two courses, United States History to 1865 and United States History: 1865 to the Present. The textbooks are: *American History 1 Before 1865* and *American History 2 After 1865.*

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept for first review the attached list of textbooks and instructional materials recommended for state adoption.

Impact on Resources:
School divisions are provided funding through the Standards of Quality for the purchase of textbooks and instructional materials. The Department of Education administers the state adoption process. This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this process, other services will be impacted.

Timetable for Further Review/Action:
Upon acceptance of first review by the Board of Education, a 30-day public comment period will be announced. History and social science textbooks and instructional materials may be reviewed at any of the following eight sites: The College of William and Mary, George Mason University, James Madison University, Radford University, The University of Virginia's College at Wise, Longwood University, Old Dominion University, and J. Sargeant Reynolds Community College. The recommended list will be presented to the Board of Education for final review on March 18, 2010.

2009 Recommended History and Social Science Textbook and Instructional Materials

Course	Publisher	Title
Kindergarten	Five Ponds Press	*Our World Let's Go! (print)*
	Houghton Mifflin Harcourt	*Houghton Mifflin Harcourt Our World, Now and Long Ago (print)*
	Macmillan/McGraw-Hill, a division of the McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia Hello World Flipchart (print)*
Grade One	Five Ponds Press	*Our World Then and Now (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: My Country, Yesterday and Today (print)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia All Together Complete Student Edition Set (Includes 4 units) (print)*
Grade Two	Five Pond Press	*Our World Near and Far (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: People and Places, Then and Now (print)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia People and Places Complete Student Edition Set (Includes 4 units) (print)*
Grade Three	Five Ponds Press	*Our World Far and Wide (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: Exploring Your World, Past and Present (print)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia Exploring People, Places, and Cultures Student Edition (print)*

Course	Publisher	Title
Virginia Studies	Five Ponds Press	*Our Virginia Past and Present (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: Virginia Studies (print)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia Studies Student Edition (print)*
United States History to 1865	Five Ponds Press	*Our America to 1865 (print)*
	Glencoe, a division of The McGraw-Hill Companies	*The American Journey, Early years (print)*
	Glencoe, a division of The McGraw-Hill Companies	*The American Journey, Early Years (electronic)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: Virginia, United States History to 1865 (print)*
	Houghton Mifflin Harcourt School Publishers	*Houghton Mifflin Harcourt, Virginia Social Studies: Virginia, United States History to 1865 (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States History, Beginnings to 1877, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States History, Beginnings to 1877, Virginia Interactive Online Edition (Contract length subscription)*
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	*Macmillan McGraw-Hill Timelinks: Virginia The United States: The Early Years Student Edition (print)*
	Oxford University Press	*A History of US – Books 1-6*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall America: History of Our Nation, Beginnings to 1865, Virginia Edition (print)*

Course	Publisher	Title
United States History: 1865 to Present	Glencoe, a division of The McGraw-Hill Companies	*The American Journey, Modern Times (print)*
	Glencoe, a division of The McGraw-Hill Companies	*The American Journey, Modern Times (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States History, Civil War to the Present, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States History, Civil War to the Present, Virginia Interactive Online Edition (Contract length subscription) (electronic)*
	Oxford University Press	*A History of US, Books 7-10 (print)*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall America: History of Our Nation, 1865 to Present, Virginia Edition (print)*
Civics and Economics	Glencoe, a division of The McGraw-Hill Companies	*Civics Today (print)*
	Glencoe, a division of The McGraw-Hill Companies	*Civics Today (online)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Civics in Practice: Principles of Government and Economics, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Civics in Practice: Principles of Government and Economics, Virginia Interactive Online Edition (Contract length subscription) (electronic)*
	Pearson Education, Inc., publishing as Prentice Hall	*Virginia Civics and Economics (print)*

Course	Publisher	Title
World History and Geography to 1500 A.D.	Glencoe, a division of The McGraw-Hill Companies	*Glencoe World History: Early Ages (print)*
	Glencoe, a division of The McGraw-Hill Companies	*Glencoe World History: Early Ages (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Ancient World History, Patterns of Interaction, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Ancient World History, Patterns of Interaction, Virginia Student Edition (Contract length subscription) (electronic)*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall World History, Volume 1, Virginia Edition (print)*
World History and Geography: 1500 A.D. to the Present	Glencoe, a division of The McGraw-Hill Companies	*Glencoe World History: Modern Times (print)*
	Glencoe, a division of The McGraw-Hill Companies	*Glencoe World History: Modern Times (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Modern World History, Patterns of Interaction, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal Modern World History, Patterns of Interaction, Virginia eEdition Online (Contract length subscription (electronic)*

Course	Publisher	Title
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall World History, The Modern Era, Virginia Edition (print)*
World Geography	Glencoe, a division of The McGraw-Hill Companies	*World Geography & Cultures (print)*
	Glencoe, a division of The McGraw-Hill Companies	*World Geography & Cultures (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*McDougal Littell World Geography, Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*McDougal Littell World Geography, eEdition Online (Contract length subscription) (electronic)*
Virginia and United States History	Glencoe, a division of The McGraw-Hill Companies	*The American Vision (print)*
	Glencoe, a division of The McGraw-Hill Companies	*The American Vision (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal The Americans, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal The Americans, Virginia Student eEdition Online (Contract length subscription) (electronic)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt American Anthem, Student (print)*

Course	Publisher	Title
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt American Anthem, Interactive Online Edition (Contract length subscription) (electronic)*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall United States History, Survey, Virginia Edition (print)*
Virginia and United States Government	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States Government: Principles in Practice, Virginia Student Edition (print)*
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	*Holt McDougal United States Government: Principles in Practice, Virginia ThinkCentral Student Access (Contract length subscription) (electronic)*
	Pearson Education, Inc., publishing as Prentice Hall	*Prentice Hall Magruder's American Government, with Virginia and United States Government (bundle)*
	Pearson Education, Inc., publishing as Prentice Hall	*Pearson Foundation Series: American Government, with Virginia and United States Government (bundle)*

Board of Education Agenda Item

Item: K. **Date:** January 14, 2010

Topic: Final Review of *Educational Technology Plan for Virginia: 2010-15*

Presenter: Lan Neugent, Assistant Superintendent for Technology & Career Education

Telephone Number: 804-225-2757 **E-Mail Address:** lan.neugent@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

__x__ Board review required by
- __x__ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

__x__ Action requested at this meeting ____ Action requested at future meeting:

Previous Review/Action:

____ No previous board review/action

__x__ Previous review/action
date 10/22/09
action accepted for first review

Background Information:
Code of Virginia § 22.1-253.13:6. Standard 6. Planning and public involvement.

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the plan on the Department of Education's Web site if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying.

This plan shall include the objectives of public education in Virginia, including strategies for first improving student achievement, particularly the achievement of educationally at-risk students, then maintaining high levels of student achievement; an assessment of the extent to which these objectives are being achieved; a forecast of enrollment changes; and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1- 18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the comprehensive plan for educational technology and may require the revision of such

plan as it deems necessary.

The *Educational Technology Plan for Virginia: 2010-15* builds on the work of previous six-year technology plans, especially in the areas of technology infrastructure, integration, and evaluation. It reflects current state and national standards relating to student, teacher, and administrator technology skills. It also incorporates recent research into the skills needed by 21st century citizens, the way the brain acquires knowledge, and capabilities of current and future technologies. Because the world in which we use technology is changing just as rapidly as technology, the basis of the new technology plan is a framework for how technology can most effectively be used. Technologies may evolve in many ways, but the characteristics of educationally-potent technology are well-established. The conceptual framework also encourages divisions to view educational technology in the context of all the myriad functions of an educational system. The flexibility of the framework allows divisions to leverage their unique strengths and minimize their local gaps between promise and practice.

No public comments were offered during the public comment period. However, the following language in support of assistive technology has been added on page 56:

That being said, careful consideration should be given to the importance of assistive and learning technologies for students with special needs. To address this topic more fully, there is a companion document to present solutions that maximize communication, instruction, learning, and convenience for users across the lifespan. This document is available at www.ttaconline.org.

Also, one sentence in the sidebar on page 72 was changed to read:

Classroom teachers can pull up test scores, drill down to see which students struggled with certain topics, and then formulate remediation for individual students; they also can examine students' strengths and weaknesses longitudinally over several years to determine possible curricular weakness.

Summary of Major Elements
The introduction to the *Educational Technology Plan for Virginia: 2010-15* provides a concise overview of the current educational environment, both for the state and the nation. The conceptual framework for this plan is briefly introduced and illustrated with an example of one educational technology project. Goals and objectives for the six-year technology plan are provided in outline form with particular strategies for implementation as well as evaluation. Recent research applicable to each of the five focus areas of the conceptual framework is summarized, and the various characteristics of the focus areas are more fully explained. Three appendices provide further detail*: Essential Elements of ICT (Information and Communications Technology) Literacy*, *Status of Technology Use in Virginia*, and *Division Plan Alignment: 2010-15.*

An Executive Summary is provided in a separate document.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education approve the proposed *Educational Technology Plan for Virginia: 2010-15.*

Impact on Resources:
The *Educational Technology Plan for Virginia: 2010-15* will be implemented using existing fiscal and administrative resources.

Timetable for Further Review/Action:

EXECUTIVE SUMMARY

DRAFT

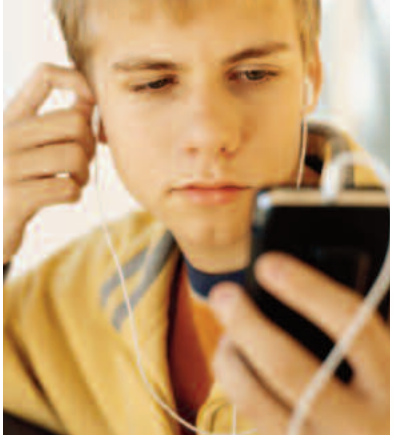
2010-15

Educational Technology Plan for Virginia

2010-15

Educational Technology Plan for Virginia

EXECUTIVE SUMMARY



2010-15

Preface

The *Educational Technology Plan for Virginia: 2003-09* opened with the following statement:

Virginia's leaders have prepared the commonwealth to be attractive to companies and investors by providing the technology infrastructure and skilled workforce today's businesses require. Critical to the commonwealth's ability to capitalize on this advantage is the extent to which Virginia's schools prepare the next-generation workforce for knowledge-based jobs that utilize cutting-edge information technology.

These sentiments are remarkably insightful for not only 2003 and 2009 but likely 2015 and beyond. Virginia remains ahead of the curve nationally in its commitment to educational technology and focus on preparing students for the changing economy and information age.

While preparing children for this rapidly changing world, educators must incorporate technology that helps students better learn the skills they will need to participate fully in the global community. In the last six years, research (Hefzallah, 2004; Brown, 2006; Harwood & Asal, 2007) has revealed new realities about how the brain works and how people learn best; these studies not only reinforce Virginia's focus on technology integration but encourage greater use of the most recent technological advancements.

Students have discovered—often outside school—that new technologies offer excitement and challenges; these technologies, like mobile phones, worldwide interactive gaming, and social networks, are just now finding a place in schools. Interestingly, cognitive science is discovering that the interactive, creative, social, and real-life capabilities of these new technologies are precisely what students need to learn the skills required by today's world (Gee, 2003; Gee, 2005). Having accepted the possibilities and limitations of technology, students are more prepared than ever to take charge of their own learning.

One challenge for the current education system is how to prepare students for the future when the half-life of technology often is measured in weeks rather than years and when the stream of new information grows exponentially. Twenty-first century learning is often suggested as the answer to this challenge; however, it is an amorphous concept that cannot be defined by a mathematics equation, chart of periodic elements, or historic dates—therefore, it does not fit neatly into traditional education paradigms.

Twenty-first century learning, and the technology that supports it, is a broad concept—actually, much too broad—requiring us to rethink every aspect of our education system. It demands more than teaching students to be problem solvers and effective collaborators. It entails tough, broader questions, like how do we make room for 21st century skills in the current curriculum? What, if anything, can we throw out and still ensure that students have the knowledge and skills they need to succeed? We must look critically at our pedagogy and how we can move to more active learning in student-centered classrooms. How can we build reliable, valid, and useful assessment systems that meet accountability needs and ensure that all children receive a customized education reflecting their personal learning styles, needs, and interests? Confined to the current school day, schools cannot guarantee students will acquire 21st century skills and knowledge; consequently, we need to reconceptualize school more generally as a place and time for learning.

These are the underlying issues of Virginia's educational technology plan for 2010 through 2015. What role can technology play in addressing these questions?

When technology emerged as a significant education topic in the 1980s and 1990s, the focus was on teaching students to use specific software applications. All of those word-processing, database, and graphics programs—at least, the original versions—are now unrecognizable and obsolete; in all likelihood, today's most popular software applications eventually will go the same route, possibly before the end of this six-year plan. Although students need to learn how to use specific software programs, this must not be the end goal. It is more important for them to understand *why* they should choose a particular application or *how* that application functions in ways that support their learning and creative expression.

The process of developing a six-year plan for educational technology is intimidating if not impossible. Anticipating technological changes is a challenge six months in advance, let alone six years. Paradoxically, the quickly evolving nature of technology actually requires educators to develop long-range plans. Without a long-term framework, educational technology could easily be sidetracked by the latest fad. At the same time, though, the plan must be flexible enough not only to *allow* for the integration of technology innovations but to *encourage* teachers to take advantage of new tools.

Although it seems like educational technology has existed for a long time—which it has in some ways—it really is in a nascent stage. The possibilities for the future are infinite, making it all the more difficult to anticipate where educational technology will be in six years. In fact, a reader examining *this* plan with the benefit of six years of hindsight may rightfully wonder, "What were they thinking?"

The reality is that educational technology has become pervasive, interlinking with every aspect of teaching and learning. When the *Educational Technology Plan for Virginia: 2003-09* was published in 2003, the principal objective was to integrate technology into classrooms across Virginia. This goal largely has been achieved with exceptional results—thanks, in part, to an aggressive financial commitment by the General Assembly and by the mounting indispensability of the Internet. While some schools are still struggling to integrate technology effectively, most educators are prepared to take the next steps.

Perhaps the greatest change during the last six years is that students of all ages have transitioned from being just *consumers* of content and media to also being *producers*. Educational technology is no longer a one-way learning resource. The Internet is much more than a high-tech encyclopedia; it is a virtual world, with all the pros and cons of the real world. To oversimplify the daunting goal of the next six years, educators must find ways to maximize the positives of the Internet and other technologies while preparing students and their families for the potential negatives. This is an ambitious goal, especially when set against the demands of meeting state and federal standards.

The realities of the world and economy further complicate the immense challenges of planning the future of educational technology. For decades, U.S. schools emphasized mathematics and science in direct response to the Soviet Union's launch of *Sputnik 1* in 1957 and the belief that the Cold War would be won through superior technological knowledge. While mathematics and science are as important now as they were a half-century ago, the challenges of the 21st century have supplanted the threats of the Cold War as the driving force behind American education.

Computers can easily perform complicated mathematics equations, and complex scientific formulas are instantly available with the click of a button. The test for students is to understand how these subjects relate to the real world and evaluate when to perform a particular mathematics equation or apply a scientific formula. Mathematical logic problems should no longer consist of phrases like "two trains leaving Cleveland at different speeds"; rather, they should concern real issues such as the rate of the Earth's temperature change or the world's ability to provide enough food to satisfy a swiftly multiplying population. In other words, good educational logic problems are no longer hypothetical; they must be developed and solved in the context of the real world. Today's students potentially will confront some of the most severe problems in the history of the planet; the next six years will be a key part of their training.

As a result of the continually changing nature of educational technology, state and federal standards, and the world's economy, this six-year plan is not a *plan* in the traditional sense; rather, it is a framework that permits ongoing changes, innovations, and emerging technologies. It allows educators and students to think differently about how technology can change teaching and learning. Education in the 21st century is a complex system, and we must consider it from this perspective. By their nature, children are naturally creative and curious; however, self-expression does not come easily for some children. Over the next six years, countless emerging technologies could help all students better communicate their questions, knowledge, skills, and thoughts, which can only help them learn more. The challenge for educators is to help students identify and use tools to express themselves more effectively and creatively and accomplish work that would be difficult, or even impossible, to do without technology.

To meet this challenge, most educators will need to approach technology from a radically different perspective. They increasingly will spend more time modeling creative thinking and showing how to probe information rather than teaching facts. In many instances, they will find themselves serving more as facilitators of information gathering and analysis than as the conduits.

This evolution does not portend the end of teaching; to the contrary, educators will play a larger role than ever before. The availability of the Internet and other instant-technology-information sources will free up time, which can be dedicated to teaching critical-thinking skills, encouraging creativity, and relating learning directly to real-world situations that are meaningful to students. As a result, this plan takes a systemic approach, focusing on the roles of technology in the entire education process.

2010-15

21st Century Skills

In 1983, the U.S. Department of Education alerted Americans that failures in the education system could hinder economic development and the country's role as a global leader (USDOE, 1983). A quarter-century later, the U.S. Department of Education revisited this assessment and warned Americans once again:

> If we were "at risk" in 1983, we are at even greater risk now. The rising demands of our global economy, together with demographic shifts, require that we educate more students to higher levels than ever before. Yet, our education system is not keeping pace with these growing demands (USDOE, 2008a, bullet 1).

Increasingly, employers look for skills beyond academic knowledge (U.S. Department of Labor, 2000). A decade ago, these nebulous aptitudes were labeled under the extremely broad term *21st century skills*. As the new century has unfolded, various studies have postulated about the likely competencies that will be needed in the workplace of tomorrow; one consistent conclusion is that technology will be integrated into every facet of business and life. The research also indicates that for students to compete in the global economy and be responsible citizens, education clearly must focus on 21st century skills (Metiri Group, 2003; Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, & Society for Human Resource Management, 2006; CEO Forum, 2001; Partnership for 21st Century Skills, 2007).

The *Educational Technology Plan for Virginia: 2010-15* focuses primarily on one specific component of 21st century skills: information and communications technology (ICT) literacy. The most recognized definition for this topic was formulated by the International ICT Literacy Panel (2002): "ICT literacy is using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society" (p. 2). The State Educational Technology Directors Association (SETDA) (2002) further explained: "Technology literacy is

the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century" (n.p.).

2010-15

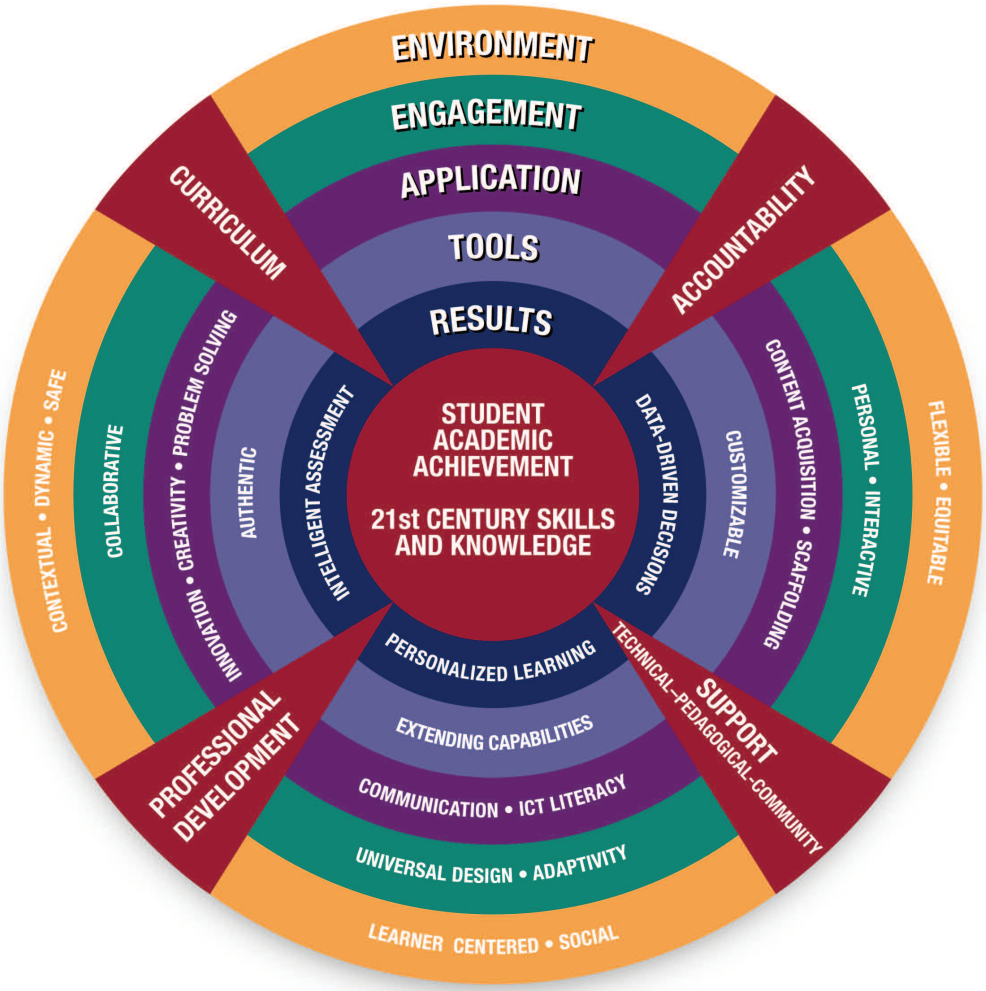
Conceptual Framework

The *Educational Technology Plan for Virginia: 2010-15* builds upon the foundation established by the *Educational Technology Plan for Virginia: 2003-09*, Computer/Technology Standards of Learning, Technology Standards for Instructional Personnel, NETS*S, NETS*T, NETS*A, and the goals for ICT literacy. To foster the development of 21st century skills, the plan relies extensively on factors that support effective technology use:

1. Appropriately and adequately designed environment
2. Meaningful engagement
3. Purposeful application of tools for learning
4. Use of authentic technology tools to extend learning capabilities
5. Authentic and intelligent assessments

Conceptual Framework

Educational Technology Plan for Virginia: 2010-15



The conceptual framework shows five focus areas for educational technology in Virginia between 2010 and 2015:

- Schools need to consider physical and virtual **environments** in new and innovative ways to support learning activities.

- Educators must employ multiple ways to engage students in learning through technology. This **engagement** should reflect student learning styles, cultural backgrounds, and personal interests.

- Students need to understand the proper **application** of technology tools (i.e., choosing and applying the most appropriate technology for communicating and problem solving) and to be creative and innovative.

- Students should not use technology **tools** just to replicate paper-and-pencil activities. Tools should extend student capabilities to perform functions that would be difficult, if not impossible, without technology. Tools should be authentic—ones students will encounter in the nonschool environment.

- **Results** are not just a matter of meeting accountability requirements but using data, including real-time assessments, to inform instruction. Teachers addressing 21st century skills and knowledge must employ intelligent assessments.

These five focus areas underlie the plan's goals. Each focus area comprises a number of topics that form the basis for the plan's objectives. Four key educational components cut across these focus areas:

- Accountability

- Support

- Professional development

- Curriculum

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Goals and Objectives

The *Educational Technology Plan for Virginia: 2010-15* imparts state-level goals and objectives grounded in a foundation of research and based on identified needs. School divisions must develop locally appropriate strategies and measures that address these statewide goals and objectives while, at the same time, leveraging their unique strengths and minimizing the gaps between promise and practice. Beyond the goals and objectives of the state's plan, division technology committees may create effective plans by adding goals and objectives that support division missions and visions.

Virginia school divisions are practiced in the art and science of good planning procedures. Division technology plans need to follow these procedures, reflect state and local goals, and be useful to all stakeholders. With an increased emphasis on supportive data collection, divisions also must collect appropriate and useful information during the evaluation phase of the planning cycle.

The Virginia Department of Education has generated some tools to help divisions formulate their technology plans. An alignment document focuses on both the planning process and the plan itself. Additionally, the Department has developed an outline of the educational technology data that must be collected.

Goal 1: Provide a safe, flexible, and effective learning environment for all students

Objective 1.1: Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.

Objective 1.2: Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.

Objective 1.3: Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.

Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.

Objective 2.1: Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.

Objective 2.2: Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.

Objective 2.3: Facilitate the implementation of high-quality Internet safety programs in schools.

Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.

Objective 3.1: Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem-solve, communicate, collaborate, and use real-world skills by applying technology purposefully.

Objective 3.2: Ensure that students, teachers, and administrators are ICT literate.

Objective 3.3: Implement technology-based formative assessments that produce further growth in content knowledge and skills development.

Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.

Objective 4.1: Provide resources and support to ensure that every student has access to a personal computing device.

Objective 4.2: Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.

Objective 4.3: Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.

Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.

Objective 5.1: Use data to inform and adjust technical, pedagogical, and financial support.

Objective 5.2: Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.

Objective 5.3: Promote the use of technology to inform the design and implementation of next-generation standardized assessments.

The goals, objectives, and methods of this plan incorporate the best thinking about ICT literacy and cognitive science. The overarching goal is to craft a flexible framework that allows individual schools and divisions to implement systemic changes that support 21st century learning and greater academic achievement. Just as this plan builds upon national standards, division plans should not only align with the statewide framework but also define specific objectives based upon local-needs assessments. The bottom line is that technology should be an essential means for supporting 21st century learning and academic achievement; it is not, however, an end unto itself.

While technology can generate new and innovative opportunities, the more important consideration is its value and applicability to meeting each school's goals and objectives. This occurs through understanding these goals and objectives, learning about the capabilities of the technology, and carefully planning for technology use and application in the educational environment. By understanding these factors thoroughly, schools will use time and resources efficiently and effectively while creating opportunities for student academic success.

2010-15

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Board of Education Agenda Item

Item: L. **Date:** January 14, 2010

Topic: First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Education Programs Offered by Virginia Institutions of Higher Education as Required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.)

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: 804-371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

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

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date October 28, 2008
action The Board of Education granted approval of a recommendation of the Advisory Board on Teacher Education and Licensure to approve the accountability measurement of "Partnerships and Collaborations Based on PreK-12 School Needs" required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*

Background Information:

The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement area) approval from the Board of Education. Thirty-seven institutions of higher education in Virginia offer programs for the preparation of instructional personnel. Eighteen of the 37 institutions of higher education also offer programs for the preparation of preK-12 administrative and supervision personnel.

In implementing the *Regulations Governing the Review and Approval of Education Programs in Virginia* that became effective in September 2007, the Virginia Board of Education granted education programs offered at Virginia's institutions of higher education "*Conditional Approval*," and biennial accountability measures were required for each program. Based on the reports of the biennial accountability measures for July 1, 2007, to June 30, 2009, the programs are to receive one of the following three ratings by the Board of Education: *Approved*, *Approved with Stipulations*, or *Approval Denied*.

Pursuant to Section 22.1-305.2 of the *Code of Virginia*, the Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. The Advisory Board members reviewed the biennial reports for the education programs to make recommendations to the Board of Education. Final authority for program approval rests with the Board of Education.

The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate the following:

8VAC20-542-20. Administering the regulations.

D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency….

H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40….

8VAC20-542-40. Standards for biennial approval of education programs.

...that approved education programs in Virginia shall have national accreditation…and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.
3. Structured and integrated field experiences to include student teaching requirements.
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.
5. Evidence of contributions to preK-12 student achievement by candidates completing the program.

6. Evidence of employer job satisfaction with candidates completing the program.
7. Partnerships and collaborations based on preK-12 school needs.

8VAC20-542-50. Application of the standards.

A. As a prerequisite to program approval, professional education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education as prescribed in 8VAC20-542-30 and 8VAC20-542-60. Failure to do so will result in the education program being designated as "approval denied."

B. The education program's candidate passing rates shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate for individuals completing and exiting the program shall be required by July 1, 2010.

C. The education program is responsible to certify documented evidence that the following standards as set forth in 8VAC20-542-40 have been met:

1. The education program shall demonstrate candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.
2. The education program shall provide structured and integrated field experiences.
3. The education program shall provide evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.
4. The education program shall provide evidence of contributions to preK-12 student achievement by candidates completing the program.
5. The education program shall provide evidence of employer job satisfaction with candidates completing the program.

D. The education program shall develop biennial accountability measures to be reviewed and approved by the Board of Education for partnerships and collaborations based on preK-12 school needs.

E. After submitting to the Department of Education the information contained in 8VAC20-542-50, education programs in Virginia shall receive one of the following three ratings:

1. Approved. The education program has met all standards set forth in 8VAC20-542-40.
2. Approved with stipulations. The education program has met standards in subsections A and B of this section and is making documented progress toward meeting standards in subsections C and D of this section.
3. Approval denied. The education program has not met standards in subsections A and B of this section. The program shall be denied and the public notified. The program may resubmit a request for approval at the end of the next biennial period.

8VAC20-542-70. Competencies for endorsement areas.

The professional education program develops, maintains, and continuously evaluates high quality professional education programs that are collaboratively designed and based on identified needs of the preK-12 community. Candidates in education programs for teachers demonstrate competence in the core academic content areas that they plan to teach. The indicator of the achievement of this standard shall include the following:

> Candidates demonstrate an understanding of competencies, including the core concepts and facts of the disciplines and the *Virginia Standards of Learning* for the content areas they plan to teach….

Summary of Major Elements:

The approval of the education programs at Virginia institutions of higher education include the review of partnerships and collaborations, biennial reporting of accountability measures, and program alignment with competencies.

Partnerships and Collaborations

During the summer of 2008, each institution offering education programs in Virginia submitted to the Virginia Department of Education a report documenting partnerships and collaborations based on preK-12 school needs for each program (endorsement area) offered. The institutions of higher education reported participation in multiple partnerships and collaborations with educational, governmental, professional, business, and community entities, as well as with school divisions, nonpublic schools, parents, and preK-12 students. At its meeting on October 23, 2008, the Board of Education approved the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on preK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia.*

Biennial Reporting for Accountability

Attached is a summary of the *Biennial Report for Accountability Measure 1--Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments*, July 1, 2007, to June 30, 2009. The report was presented to the Advisory Board on Teacher Education and Licensure during meetings on September 21, 2009, and November 16, 2009. All institutions reported that education programs (endorsement areas) met at least a 70 percent passing rate on licensure assessments required for programs with at least ten program completers and program exiters. Passing rates were reported for licensure assessments, including the Virginia Communication and Literacy Assessment (VCLA), Praxis II: Specialty Area Tests, Virginia Reading Assessment (VRA) for specified endorsement areas, and the School Leadership Licensure Assessment (SLLA) for the administration and supervision endorsement. Programs with less than ten completers and exiters for an education program did not report passing scores, and these candidates' scores will be included in the next biennial report when there are at least ten completers.

Institutions also reported meeting Accountability Measures 1-6, with the exception of St. Paul's College that reported that the education programs (Elementary Education PreK-6, History and Social Science, and Mathematics) had not met Accountability Measure 6--"Evidence of employer job satisfaction with candidates completing the program."

Program Alignment with Competencies

The *Regulations Governing the Review and Approval of Education Programs in Virginia* require that each education program must meet requirements defined in "8VAC20-542-70. Competencies for endorsement areas." Content area specialists in the appropriate endorsement areas reviewed the matrices, course descriptions, and course syllabi submitted by the institutions of higher education for each endorsement program. After a process of review and program modifications when required, the specialists verified program alignment with the competencies, including supervised classroom instruction, set forth in the regulations.

Advisory Board on Teacher Education and Licensure's Recommendation

On November 16, 2009, the Advisory Board on Teacher Education and Licensure received a report regarding the status of the education program matrices reviews. The Advisory Board unanimously passed a recommendation to be forwarded to the Board of Education that the Virginia education programs (endorsement areas) submitted for review be granted the "Approved" status with the exception of Saint Paul's College's education programs in Elementary Education PreK-6, History and Social Science, and Mathematics that are recommended to be granted "Approved with Stipulations." [Saint Paul's College met all criteria for education programs (endorsement areas) with the exception of these programs where they reported that Accountability Measure 6--"Evidence of employer job satisfaction with candidates completing the program" was not met]. The list of education programs (endorsement areas) by institution is attached.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant education programs (endorsement areas) the "Approved" status with the exception of Saint Paul's College's education programs in Elementary Education PreK-6, History and Social Science, and Mathematics that are recommended "Approved with Stipulations."

Impact on Resources:

There is minimal impact on resources.

Timetable for Further Review/Action:

The next biennial reporting period for education programs will be July 1, 2009, to June 30, 2011.

Commonwealth of Virginia Department of Education

Biennial Report for Accountability Measure 1 – Candidate Progress and Performance on Prescribed Board of Education Licensure Assessments

July 1, 2007, to June 30, 2009

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Averett University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	40	0	40	100.0%	40	0	0	0	100.0%	40	0	0	0	100.0%	40	0	0	0	Not applicable			
Reading Specialist	8	0	8						Not applicable									N/A	Not applicable			
Visual Arts PreK-12	1	0	1											Not applicable					Not applicable			
Health and Physical Education PreK-12	2	0	2											Not applicable					Not applicable			
Theatre Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Computer Science	0	0	0						Not applicable					Not applicable					Not applicable			
English	3	0	3											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
History and Social Science	6	0	6											Not applicable					Not applicable			
Mathematics	2	0	2											Not applicable					Not applicable			
Science - Biology	1	0	1											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Special Education - Learning Disabilities K-12	0	0	0	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Driver Education (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Bluefield College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	**Description of Assessments**
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	14	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable			
Business and Information Technology	1	0	1											Not applicable					Not applicable			
Visual Arts PreK-12	0	1	1											Not applicable					Not applicable			
Health and Physical Education PreK-12	2	0	2											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
English	2	2	4											Not applicable					Not applicable			
History and Social Science	3	0	3											Not applicable					Not applicable			
Mathematics	0	0	0											Not applicable					Not applicable			
Science - Biology	1	0	1											Not applicable					Not applicable			
Science - Chemistry	1	0	1											Not applicable					Not applicable			
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra 1 (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)	1	2	3	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Bridgewater College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	47	0	47	100.0%	47	0	0	0	100.0%	47	0	0	0	100.0%	47	0	0	0	Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	1	0	1											Not applicable					Not applicable			
Family and Consumer Sciences	5	0	5											Not applicable					Not applicable			
Visual Arts PreK-12	1	0	1											Not applicable					Not applicable			
English as a Second Language PreK-12	2	0	2						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	18	0	18	94.4%	17	0	1	0	100.0%	18	0	0	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12	3	0	3											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Vocal/Choral PreK-12	2	0	2											Not applicable					Not applicable			
Computer Science	0	0	0						Not applicable					Not applicable					Not applicable			
English	2	0	2											Not applicable					Not applicable			
History and Social Science	8	0	8											Not applicable					Not applicable			
Mathematics	1	0	1											Not applicable					Not applicable			
Science - Biology	1	0	1											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	1	0	1	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	2	0	2	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	2	0	2	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Driver Education (Add-on)	3	0	3	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	1	0	1	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Christopher Newport University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	**Description of Assessments**
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	70	1	71	100.0%	71	0	0	0	100.0%	71	0	0	0	100.0%	71	0	0	0	Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	1	0	1											Not applicable					Not applicable			
Visual Arts PreK-12	3	0	3											Not applicable					Not applicable			
Music Education - Instrumental PreK-12	10	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Vocal/Choral PreK-12	4	0	4											Not applicable					Not applicable			
Theatre Arts Prek-12	1	0	1						Not applicable					Not applicable					Not applicable			
Computer Science	0	0	0						Not applicable					Not applicable					Not applicable			
English	12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
History and Social Science	12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Mathematics	4	0	4											Not applicable					Not applicable			
Science - Biology	2	1	3											Not applicable					Not applicable			
Science - Physics	2	0	2											Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: College of William and Mary

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	94	7	101	94.1%	95	0	6	0	100.0%	101	0	0	0	96.0%	96	0	4	1	Not applicable			
Reading Specialist	12	3	15	NR	0	0	0	15	Not applicable					80.0%	12	0	3	N/A	Not applicable			
School Counselor PreK-12	19	0	19	Not applicable					Not applicable					Not applicable					Not applicable			
School Psychology	25	0	25	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	1	0	1											Not applicable					Not applicable			
German PreK-12	1	1	2											Not applicable					Not applicable			
Spanish PreK-12	4	1	5											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Latin PreK-12	4	0	4						Not applicable					Not applicable					Not applicable			
English	25	0	25	100.0%	24	0	0	1	100.0%	25	0	0	0	Not applicable					Not applicable			
History and Social Science	37	2	39	94.9%	37	0	2	0	100.0%	39	0	0	0	Not applicable					Not applicable			
Mathematics	9	0	9											Not applicable					Not applicable			
Science - Biology	6	0	6											Not applicable					Not applicable			
Science - Chemistry	1	0	1											Not applicable					Not applicable			
Science - Earth Science	1	0	1											Not applicable					Not applicable			
Science - Physics	1	0	1											Not applicable					Not applicable			
Special Education - General Curriculum K-12	4	0	4	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Emotional Disabilities K-12	3	0	3	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	14	0	14	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	6	0	6	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Gifted Education (Add-on)	10	0	10	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	19	1	20	Not applicable					Not applicable					Not applicable					95.0%	19	0	1
Administration and Supervision PreK-12 (central office only)	2	0	2	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Eastern Mennonite University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3	6	0	6																Not applicable			
Elementary Education PreK-6	19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable			
Reading Specialist	16	0	16	NR	0	0	0	16	Not applicable					93.8%	15	0	1	N/A	Not applicable			
School Counselor PreK-12 (not admitting new students)	7	0	7	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12 (not admitting new students)	0	0	0											Not applicable					Not applicable			
German PreK-12 (not admitting new students)	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	2	0	2											Not applicable					Not applicable			
Visual Arts PreK-12	3	0	3											Not applicable					Not applicable			
English as a Second Language PreK-12	4	0	4						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	6	0	6											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Instrumental PreK-12	1	0	1											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			
Theatre Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Computer Science	0	0	0						Not applicable					Not applicable					Not applicable			
English	2	0	2											Not applicable					Not applicable			
History and Social Science	3	0	3											Not applicable					Not applicable			
Mathematics	3	0	3											Not applicable					Not applicable			
Science - Biology	1	0	1											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	7	0	7	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	4	0	4	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation - K-12	7	0	7	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Emory and Henry College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3	1	0	1																Not applicable			
Elementary Education PreK-6	13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	84.6%	11	1	1	0	Not applicable			
Middle Education 6-8	0	0	0											Not applicable					Not applicable			
Reading Specialist	0	0	0						Not applicable									N/A	Not applicable			
French	0	0	0											Not applicable					Not applicable			
Spanish	0	0	0											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Business and Information Technology	2	0	2											Not applicable					Not applicable			
Visual Arts PreK-12	1	0	1											Not applicable					Not applicable			
English as a Second Language PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	5	0	5											Not applicable					Not applicable			
Music Education - Instrumental PreK-12	0	0	0											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	1	0	1											Not applicable					Not applicable			
Theatre Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
English	9	0	9											Not applicable					Not applicable			
History and Social Science	2	0	2											Not applicable					Not applicable			
Mathematics	3	0	3											Not applicable					Not applicable			
Science - Biology	2	0	2											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Earth Science	1	0	1											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - General Curriculum K-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Driver Education (Add-on)	4	0	4	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	3	0	3	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Ferrum College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	**Description of Assessments**
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable			
Spanish PreK-12	0	0	0											Not applicable					Not applicable			
Russian PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Agricultural Education	0	0	0						Not applicable					Not applicable					Not applicable			
Business and Information Technology	0	0	0											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Visual Arts PreK-12	0	0	0											Not applicable					Not applicable			
Health and Physical Education PreK-12	8	1	9											Not applicable					Not applicable			
Theater Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Computer Science	0	0	0						Not applicable					Not applicable					Not applicable			
English	1	0	1											Not applicable					Not applicable			
History and Social Science	3	1	4											Not applicable					Not applicable			
Mathematics	2	0	2											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: George Mason University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3	35	0	35	100.0%	8	0	0	27	100.0%	35	0	0	0	90.9%	10	1	0	24	Not applicable			
Elementary Education PreK-6	60	0	60	100.0%	43	0	0	17	98.3%	59	1	0	0	94.1%	48	3	0	9	Not applicable			
Math Specialist for Elementary/Middle Ed.	10	0	10	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Reading Specialist	18	0	18	NR	0	0	0	18	Not applicable					100.0%	18	0	0	N/A	Not applicable			
School Counselor PreK-12	45	0	45	Not applicable					Not applicable					Not applicable					Not applicable			
School Psychology	18	0	18	Not applicable					Not applicable					Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Arabic PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Chinese PreK-12	5	0	5						Not applicable					Not applicable					Not applicable			
French PreK-12	2	0	2											Not applicable					Not applicable			
German PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	8	0	8											Not applicable					Not applicable			
Latin PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Visual Arts PreK-12	9	0	9											Not applicable					Not applicable			
Dance Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
English as a Second Language PreK-12	34	0	34	100.0%	25	0	0	9	Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	29	0	29	100.0%	26	0	0	3	100.0%	29	0	0	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12	26	0	26	100.0%	24	0	0	2	100.0%	26	0	0	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	6	0	6											Not applicable					Not applicable			
English	22	0	22	100.0%	14	0	0	8	100.0%	22	0	0	0	Not applicable					Not applicable			
History and Social Science	31	0	31	100.0%	24	0	0	7	100.0%	31	0	0	0	Not applicable					Not applicable			
Mathematics	8	0	8											Not applicable					Not applicable			
Science - Biology	9	0	9											Not applicable					Not applicable			
Science - Chemistry	4	0	4											Not applicable					Not applicable			
Science - Earth Science	5	0	5											Not applicable					Not applicable			
Science - Physics	2	0	2											Not applicable					Not applicable			
Special Education - Early Childhood	3	0	3						Not applicable					Not applicable					Not applicable			
Special Education - General Curriculum K-12	3	0	3	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Emotional Disabilities K-12	148	0	148	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	148	0	148	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	27	0	27	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Severe Disabilities K-12	13	0	13	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Driver Education (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Gifted Education (Add-on)	15	0	15	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	182	0	182	Not applicable					Not applicable					Not applicable					100.0%	182	0	0
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Hampton University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3	0	0	0																Not applicable			
Elementary Education PreK-6	9	0	9																Not applicable			
Middle Education 6-8	0	0	0											Not applicable					Not applicable			
School Counselor PreK-12	19	0	19	Not applicable					Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	5	2	7											Not applicable					Not applicable			
Music Education - Instrumental PreK-12	2	0	2											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	3	0	3											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
English PreK-12	3	0	3											Not applicable					Not applicable			
History and Social Science	1	0	1											Not applicable					Not applicable			
Mathematics	1	0	1											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	0	0	0	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	2	0	2	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Speech-Language Pathologist PreK-12	36	0	36	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	0	0	0	Not applicable					Not applicable					Not applicable								
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Hollins University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	**Description of Assessments**
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	0	0	0											Not applicable					Not applicable			
Latin PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Visual Arts PreK-12	6	0	6											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			
English	10	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			
History and Social Science	2	0	2											Not applicable					Not applicable			
Mathematics	0	0	0											Not applicable					Not applicable			
Science - Biology	1	0	1											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: James Madison University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3	112	11	123	92.7%	114	0	9	0	95.1%	117	0	6	0	91.9%	113	3	7	0	Not applicable			
Elementary Education PreK-6	176	3	179	98.9%	177	0	2	0	100.0%	179	0	0	0	99.4%	178	0	1	0	Not applicable			
Middle Education 6-8	27	7	34	91.2%	31	0	3	0	82.4%	28	6	0	0	Not applicable					Not applicable			
Reading Specialist	0	0	0						Not applicable									N/A	Not applicable			
School Counselor PreK-12	8	0	8	Not applicable					Not applicable					Not applicable					Not applicable			
School Psychology	20	1	21	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	1	0	1											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
German PreK-12	1	0	1											Not applicable					Not applicable			
Spanish PreK-12	11	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable			
Business and Information Technology	0	0	0	Program has been discontinued by the institution.																		
Marketing Education	0	0	0	Program has been discontinued by the institution.																		
Technology Education	0	0	0											Not applicable					Not applicable			
Visual Arts PreK-12	26	0	26	100.0%	26	0	0	0	100.0%	26	0	0	0	Not applicable					Not applicable			
Dance Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
English as a Second Language PreK-12	1	3	4						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	27	14	41	73.2%	30	0	11	0	82.9%	34	7	0	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12	51	7	58	91.4%	53	0	5	0	91.4%	53	3	2	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	16	4	20	85.0%	17	0	3	0	85.0%	17	1	2	0	Not applicable					Not applicable			
Theatre Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
English	45	8	53	86.8%	46	0	7	0	96.2%	51	1	1	0	Not applicable					Not applicable			
History and Social Sciences	43	5	48	95.8%	46	0	2	0	95.8%	46	1	1	0	Not applicable					Not applicable			
Mathematics	15	1	16	93.8%	15	0	1	0	100.0%	16	0	0	0	Not applicable					Not applicable			
Science - Biology	7	1	8											Not applicable					Not applicable			
Science - Chemistry	3	0	3											Not applicable					Not applicable			
Science - Earth Science	2	0	2											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Early Childhood	10	0	10	100.0%	10	0	0	0	Not applicable					Not applicable					Not applicable			
Special Education - General Curriculum	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Emotional Disabilities K-12	56	15	71	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	56	15	71	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	56	15	71	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Speech-Language Pathologist PreK-12	6	0	6	Not applicable					Not applicable					Not applicable					Not applicable			
Driver Education (Add-on)	2	1	3	Program has been discontinued by the institution.																		
Gifted Education (Add-on)	5	0	5	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)	1	0	1	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	8	0	8	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts PreK-12 (Add-on)	1	0	1	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	2	0	2	Not applicable					Not applicable					Not applicable								
Administration and Supervision PreK-12 (central office only)	1	0	1	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Liberty University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	177	35	212	85.8%	182	0	30	0	94.3%	200	1	11	0	82.5%	175	1	36	0	Not applicable			
Middle Education 6-8	54	5	59	91.5%	54	0	5	0	98.3%	58	0	1	0	Not applicable					Not applicable			
Math Specialist for Elementary/Middle Ed.	1		1	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Reading Specialist	11	12	23	100.0%	1	0	0	22	Not applicable					73.9%	17	0	6	N/A	Not applicable			
School Counselor PreK-12	23	12	35	Not applicable					Not applicable					Not applicable					Not applicable			
Spanish PreK-12	5	0	5											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Business and Information Technology	2	0	2											Not applicable					Not applicable			
Family and Consumer Sciences	9	0	9											Not applicable					Not applicable			
Visual Arts PreK-12	0	0	0											Not applicable					Not applicable			
English as a Second Language PreK-12	16	1	17	94.1%	16	0	1	0	Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	21	1	22	95.5%	21	0	1	0	100.0%	22	0	0	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12	4	0	4											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	12	3	15	80.0%	12	0	3	0	80.0%	12	3	0	0	Not applicable					Not applicable			
Theatre Arts PreK-12	2	0	2						Not applicable					Not applicable					Not applicable			
Computer Science	0	0	0						Not applicable					Not applicable					Not applicable			
English	23	1	24	95.8%	23	0	1	0	95.8%	23	0	1	0	Not applicable					Not applicable			
History and Social Science	23	6	29	93.1%	27	0	2	0	79.3%	23	6	0	0	Not applicable					Not applicable			
Mathematics	7	2	9											Not applicable					Not applicable			
Science - Biology	6	1	7											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Special Education - General Curriculum K-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Emotional Disabilities K-12	62	28	90	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	62	28	90	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	62	28	90	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Early Childhood 3- and 4-Year Olds (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Gifted Education (Add-on)	2	0	2	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics Algebra I (Add-on)	10	0	10	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	31	49	80	Not applicable					Not applicable					Not applicable					78.8%	63	0	17
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Longwood University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	195	0	195	100.0%	195	0	0	0	99.5%	194	1	0	0	100.0%	195	0	0	0	Not applicable			
Middle Education 6-8	27	0	27	100.0%	27	0	0	0	77.8%	21	6	0	0	Not applicable					Not applicable			
Math Specialist for Elementary/Middle Ed.	9	0	9	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Reading Specialist	32	0	32	100.0%	32	0	0	0	Not applicable					96.9%	31	1	0	N/A	Not applicable			
School Counselor PreK-12	9	9	18	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	3	3	6											Not applicable					Not applicable			
German PreK-12	0	0	0											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Spanish PreK-12	1	0	1											Not applicable					Not applicable			
Business and Information Technology	0	0	0											Not applicable					Not applicable			
Marketing Education	0	0	0											Not applicable					Not applicable			
Visual Arts PreK-12	11	0	11	100.0%	11	0	0	0	90.9%	10	1	0	0	Not applicable					Not applicable			
English as a Second Language PreK-12	1	0	1						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	20	0	20	100.0%	20	0	0	0	100.0%	20	0	0	0	Not applicable					Not applicable			
Library Media PreK-12	115	0	115	100.0%	7	0	0	108	Not applicable					Not applicable					Not applicable			
Music Education - Instrumental PreK-12	3	0	3											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	3	0	3											Not applicable					Not applicable			
Theater Arts PreK-12	1	0	1						Not applicable					Not applicable					Not applicable			
English	14	0	14	100.0%	14	0	0	0	92.9%	13	1	0	0	Not applicable					Not applicable			
History and Social Science	12	0	12	100.0%	12	0	0	0	91.7%	11	1	0	0	Not applicable					Not applicable			
Mathematics	2	0	2											Not applicable					Not applicable			
Science - Biology	1	0	1											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	7	0	7	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	12	0	12	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	14	0	14	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Speech Language Pathologist PreK-12	8	0	8	Not applicable					Not applicable					Not applicable					Not applicable			
Driver Education (Add-on)	21	0	21	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	2	0	2	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	12	0	12	Not applicable					Not applicable					Not applicable					83.3%	10	2	0
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Lynchburg College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	47	5	52	86.5%	45	2	5	0	94.2%	49	3	0	0	84.6%	44	1	7	0	Not applicable			
Reading Specialist	0	0	0						Not applicable									N/A	Not applicable			
School Counselor PreK-12	6	1	7	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	0	0	0											Not applicable					Not applicable			
Visual Arts PreK-12	2	1	3											Not applicable					Not applicable			
Health and Physical Education PreK-12	6	0	6											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Instrumental PreK-12	2	1	3											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			
English	1	0	1											Not applicable					Not applicable			
History and Social Science	5	0	5											Not applicable					Not applicable			
Mathematics	3	0	3											Not applicable					Not applicable			
Science - Biology	1	0	1											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Earth Science	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Early Childhood	2	0	2						Not applicable					Not applicable					Not applicable			
Special Education - General Curriculum K-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Emotional Disabilities K-12	3	0	3	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	3	0	3	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	11	1	12	Program was discontinued in new (current) regulations. Pass rates are not required for this biennial reporting per																		
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	16	0	16	Not applicable					Not applicable					Not applicable					100.0%	16	0	0
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Mary Baldwin College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	148	0	148	100.0%	148	0	0	0	100.0%	148	0	0	0	100.0%	148	0	0	0	Not applicable			
Middle Education 6-8	17	0	17	100.0%	17	0	0	0	100.0%	17	0	0	0	Not applicable					Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	0	0	0											Not applicable					Not applicable			
Business and Information Technology	4	0	4											Not applicable					Not applicable			
Visual Arts PreK-12	6	0	6											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Theatre Arts PreK-12	1	0	1						Not applicable					Not applicable					Not applicable			
English	8	0	8											Not applicable					Not applicable			
History and Social Science	11	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable			
Mathematics	2	0	2											Not applicable					Not applicable			
Science - Biology	11	0	11	100.0%	11	0	0	0	100.0%	11	0	0	0	Not applicable					Not applicable			
Science - Chemistry	1	0	1											Not applicable					Not applicable			
Science - Earth Science	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	31	0	31	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	33	0	33	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	31	0	31	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Gifted Education (Add-on)	7	0	7	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Marymount University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Ed. PreK-3 (not admitting new students)	17	1	18	100.0%	18	0	0	0	100.0%	18	0	0	0	94.4%	17	0	1	0	Not applicable			
Elementary Education PreK-6	53	2	55	98.2%	54	0	1	0	98.2%	54	0	1	0	98.2%	54	0	1	0	Not applicable			
School Counselor PreK-12	28	0	28	Not applicable					Not applicable					Not applicable					Not applicable			
Visual Arts PreK-12	1	0	1											Not applicable					Not applicable			
English as a Second Language PreK-12	19	0	19	100.0%	19	0	0	0	Not applicable					Not applicable					Not applicable			
Computer Science	1	0	1						Not applicable					Not applicable					Not applicable			
English	10	1	11	90.9%	10	0	1	0	90.9%	10	0	1	0	Not applicable					Not applicable			
History and Social Science	13	2	15	93.3%	14	0	1	0	86.7%	13	1	1	0	Not applicable					Not applicable			
Mathematics	7	1	8											Not applicable					Not applicable			
Science - Biology	2	1	3											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Earth Science	1	0	1											Not applicable					Not applicable			
Science - Physics	0	1	1											Not applicable					Not applicable			
Special Education - Learning Disabilities K-12	26	1	27	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	8	0	8	Not applicable					Not applicable					Not applicable								
Administration and Supervision PreK-12 (central office only)	26	0	26	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Norfolk State University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3	0	0	0																Not applicable			
Elementary Education PreK-6	21	3	24	100.0%	22	0	0	2	100.0%	24	0	0	0	91.3%	21	2	0	1	Not applicable			
Math Specialist for Elementary/Middle Ed.	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
School Counselor PreK-12	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
School Social Worker	59	0	59	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Spanish PreK-12	0	0	0											Not applicable					Not applicable			
Business and Information Technology	3	0	3											Not applicable					Not applicable			
Visual Arts PreK-12	1	0	1											Not applicable					Not applicable			
Health and Physical Education PreK-12	9	4	13	100.0%	10	0	0	3	90.9%	10	1	0	2	Not applicable					Not applicable			
Music Education - Instrumental PreK-12	1	4	5											Not applicable					Not applicable			
Music Education - Vocal/Choral	0	3	3											Not applicable					Not applicable			
English	3	0	3											Not applicable					Not applicable			
History/Social Science	0	0	0											Not applicable					Not applicable			
Mathematics	0	3	3											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Earth Science	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Early Childhood	0	0	0						Not applicable					Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	2	0	2	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	1	0	1	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	0	0	0	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Severe Disabilities K-12	1	0	1	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Early Childhood 3- and 4Years Old (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	11	0	11	Not applicable					Not applicable					Not applicable					100.0%	11	0	0
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Old Dominion University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3	61	7	68	98.5%	67	0	1	0	100.0%	68	0	0	0	95.6%	65	1	2	0	Not applicable			
Elementary Education PreK-6	309	35	344	95.1%	327	0	17	0	98.8%	340	0	4	0	98.8%	340	1	3	0	Not applicable			
Middle Education 6-8	14	2	16	87.5%	14	0	2	0	87.5%	14	2	0	0	Not applicable					Not applicable			
Math Specialist for Elementary/Middle Ed.	0		0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Reading Specialist	55	4	59	NR	0	0	0	59	Not applicable					88.1%	52	4	3	N/A	Not applicable			
School Counselor PreK-12	41	0	41	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	5	3	8											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
German PreK-12	5	0	5											Not applicable					Not applicable			
Spanish PreK-12	6	2	8											Not applicable					Not applicable			
Marketing Education	9	0	9											Not applicable					Not applicable			
Technology Education	7	0	7											Not applicable					Not applicable			
Visual Arts PreK-12	31	1	32	96.9%	31	0	1	0	100.0%	32	0	0	0	Not applicable					Not applicable			
Dance Arts PreK-12	2	0	2						Not applicable					Not applicable					Not applicable			
English as a Second Language PreK-12	1	0	1						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	31	1	32	93.8%	30	0	2	0	100.0%	32	0	0	0	Not applicable					Not applicable			
Library Media PreK-12	57	6	63	NR	0	0	0	63	Not applicable					Not applicable					Not applicable			
Music Education - Instrumental PreK-12	11	2	13	84.6%	11	0	2	0	100.0%	13	0	0	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	4	1	5											Not applicable					Not applicable			
Theatre Arts PreK-12	1	0	1						Not applicable					Not applicable					Not applicable			
English	50	9	59	93.2%	55	0	4	0	91.5%	54	4	0	0	Not applicable					Not applicable			
History and Social Science	51	12	63	88.9%	56	0	7	0	93.7%	59	2	2	0	Not applicable					Not applicable			
Mathematics	22	2	24	100.0%	24	0	0	0	91.7%	22	2	0	0	Not applicable					Not applicable			
Science - Biology	21	4	25	100.0%	25	0	0	0	88.0%	22	3	0	0	Not applicable					Not applicable			
Science - Chemistry	6	0	6											Not applicable					Not applicable			
Science - Earth Science	13	0	13	100.0%	13	0	0	0	100.0%	13	0	0	0	Not applicable					Not applicable			
Science - Physics	1	0	1											Not applicable					Not applicable			
Special Education - Early Childhood	2	17	19	100.0%	7	0	0	12	Not applicable					Not applicable					Not applicable			
Special Education - Adapted Curriculum K-12			0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - General Curriculum K-12	2	6	8	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Emotional Disabilities K-12	13	220	233	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	24	346	370	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	14	140	154	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Severe Disabilities K-12	1	14	15	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Speech Language Pathologist PreK-12	33	0	33	Not applicable					Not applicable					Not applicable					Not applicable			
Driver Education (Add-on)	8	0	8	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)			0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)			0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	79	3	82	Not applicable					Not applicable					Not applicable					95.1%	78	1	2
Administration and Supervision PreK-12 (central office only)			0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Radford University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Education PreK-3	0	0	0																Not applicable			
Elementary Education PreK-6	220	7	227	99.6%	226	0	1	0	100.0%	227	0	0	0	83.3%	189	37	1	0	Not applicable			
Middle Education 6-8	28	9	37	97.3%	36	0	1	0	86.5%	32	5	0	0	Not applicable					Not applicable			
Reading Specialist	36	0	36	91.7%	33	3	0	0	Not applicable					91.7%	33	3	0	N/A	Not applicable			
School Counselor PreK-12	46	0	46	Not applicable					Not applicable					Not applicable					Not applicable			
School Psychology	18	0	18	Not applicable					Not applicable					Not applicable					Not applicable			
School Social Worker	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Visual Arts PreK-12	18	0	18	100.0%	18	0	0	0	100.0%	18	0	0	0	Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
English as a Second Language PreK-12 (not admitting new students)	0	0	0						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	43	0	43	100.0%	43	0	0	0	100.0%	43	0	0	0	Not applicable					Not applicable			
Library Media PreK-12 (not admitting new students)	26	0	26	100.0%	1	0	0	25	Not applicable					Not applicable					Not applicable			
Music Education - Instrumental PreK-12	4	1	5											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			
English	15	6	21	100.0%	21	0	0	0	71.4%	15	6	0	0	Not applicable					Not applicable			
History and Social Science	28	8	36	94.4%	34	2	0	0	83.3%	30	5	1	0	Not applicable					Not applicable			
Mathematics	12	0	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Science - Biology	5	0	5											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Earth Science	1	0	1											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Early Childhood	24	1	25	100.0%	25	0	0	0	Not applicable					Not applicable					Not applicable			
Special Education - Hearing Impairments K-12	6	0	6						Not applicable										Not applicable			
Special Education - Emotional Disabilities K-12	0	0	0	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	23	4	27	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Severe Disabilities K-12	0	0	0	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Speech Language Pathologist PreK-12	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Driver Education (Add-on)	89	0	89	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	5	0	5	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	76	0	76	Not applicable					Not applicable					Not applicable					97.4%	74	2	0
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Randolph College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed al coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	8	0	8																Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			
German PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	0	0	0											Not applicable					Not applicable			
Latin PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Visual Arts PreK-12	1	0	1											Not applicable					Not applicable			
Dance Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
English as a Second Language PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	0	0	0											Not applicable					Not applicable			
Music Education - Instrumental PreK-12	0	0	0											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			
Theatre Arts PreK1-2	0	0	0						Not applicable					Not applicable					Not applicable			
English	3	0	3											Not applicable					Not applicable			
History and Social Science	0	0	0											Not applicable					Not applicable			
Mathematics	0	0	0											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Learning Disabilities K-12	4	1	5	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Randolph-Macon College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	23	23	46	100.0%	46	0	0	0	100.0%	46	0	0	0	100.0%	46	0	0	0	Not applicable			
French PreK-12	0	1	1											Not applicable					Not applicable			
German PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	1	1	2											Not applicable					Not applicable			
Latin PreK-12	2	2	4						Not applicable					Not applicable					Not applicable			
Theatre Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
English	2	3	5											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
History and Social Science	4	4	8											Not applicable					Not applicable			
Mathematics	2	2	4											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Regent University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	**Description of Assessments**
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	45	4	49	98.0%	48	0	1	0	100.0%	49	0	0	0	98.0%	48	1	0	0	Not applicable			
Math Specialist Elementary/Middle Ed. PreK-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Reading Specialist	7	0	7						Not applicable									N/A	Not applicable			
School Counselor PreK-12	10	0	10	Not applicable					Not applicable					Not applicable					Not applicable			
English as a Second Language PreK-12	24	0	24	NR	0	0	0	24	Not applicable					Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	36	0	36	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Special Education - Learning Disabilities K-12	51	0	51	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	30	0	30	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Administration and Supervision PreK-12	60	0	60	Not applicable					Not applicable					Not applicable					96.7%	58	2	0
Administration and Supervision PreK-12 (central office only)	8	0	8	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Roanoke College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	36	0	36	100.0%	36	0	0	0	100.0%	36	0	0	0	100.0%	36	0	0	0	Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			
German PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	2	0	2											Not applicable					Not applicable			
Visual Arts PreK-12	3	0	3											Not applicable					Not applicable			
English as a Second Language PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Health and Physical Education PreK-12	7	0	7											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	2	0	2											Not applicable					Not applicable			
Theatre Arts PreK-12	1	0	1						Not applicable					Not applicable					Not applicable			
Computer Science	0	0	0						Not applicable					Not applicable					Not applicable			
English	4	0	4											Not applicable					Not applicable			
History and Social Science	9	0	9											Not applicable					Not applicable			
Mathematics	0	0	0											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Saint Paul's College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	5	0	5																Not applicable			
Business and Information Technology	0	0	0											Not applicable					Not applicable			
English	0	0	0											Not applicable					Not applicable			
History and Social Science	1	1	2											Not applicable					Not applicable			
Mathematics	1	0	1											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Special Education - Emotional Disabilities K-12	2	0	2	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	2	0	2	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education Mental Retardation K-12	2	0	2	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Shenandoah University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Ed. PreK-3 (not admitting new students)	1	0	1																Not applicable			
Elementary Education PreK-6	23	0	23	100.0%	23	0	0	0	100.0%	23	0	0	0	100.0%	23	0	0	0	Not applicable			
Middle Education 6-8	1	0	1											Not applicable					Not applicable			
Reading Specialist	17	0	17	100.0%	1	0	0	16	Not applicable					88.2%	15	0	2	N/A	Not applicable			
Spanish PreK-12	0	0	0											Not applicable					Not applicable			
Business and Information Technology	0	0	0											Not applicable					Not applicable			
Dance Arts PreK-12	2	0	2						Not applicable					Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
English as a Second Language PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	6	0	6											Not applicable					Not applicable			
Music Education - Instrumental PreK-12	6	0	6											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	6	0	6											Not applicable					Not applicable			
English	2	0	2											Not applicable					Not applicable			
History and Social Science	2	0	2											Not applicable					Not applicable			
Mathematics	3	0	3											Not applicable					Not applicable			
Science - Biology	1	0	1											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Special Education - General Curriculum K-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Adult English as a Second Language (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Gifted Education (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	54	0	54	Not applicable					Not applicable					Not applicable					79.6%	43	0	11
Administration and Supervision PreK-12 (central office only)	1	0	1	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Sweet Briar College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	14	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			
German PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	0	0	0											Not applicable					Not applicable			
Latin PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Visual Arts PreK-12	2	0	2											Not applicable					Not applicable			
Dance Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			
Theatre Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
English	0	0	0											Not applicable					Not applicable			
History and Social Science	1	0	1											Not applicable					Not applicable			
Mathematics	1	0	1											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - General Curriculum K-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Gifted Education (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: University of Mary Washington

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	79	38	117	94.9%	111	0	6	0	92.3%	108	0	9	0	92.3%	108	0	9	0	Not applicable			
Middle Education 6-8	1	9	10	90.0%	9	0	1	0	70.0%	7	0	3	0	Not applicable					Not applicable			
Reading Specialist	1	0	1						Not applicable									N/A	Not applicable			
French PreK-12	2	1	3											Not applicable					Not applicable			
German PreK-12	1	0	1											Not applicable					Not applicable			
Spanish PreK-12	1	3	4											Not applicable					Not applicable			
Latin PreK-12	2	4	6						Not applicable					Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Business and Information Technology	0	8	8											Not applicable					Not applicable			
Marketing Education	0	0	0											Not applicable					Not applicable			
Visual Arts PreK-12	15	4	19	94.7%	18	0	1	0	94.7%	18	0	1	0	Not applicable					Not applicable			
English as a Second Language PreK-12	0	5	5						Not applicable					Not applicable					Not applicable			
Music Education - Instrumental PreK-12	0	0	0											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	2	2	4											Not applicable					Not applicable			
Theatre Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Computer Science	1	0	1						Not applicable					Not applicable					Not applicable			
English	10	16	26	96.2%	25	0	1	0	88.5%	23	0	3	0	Not applicable					Not applicable			
History and Social Science	15	9	24	100.0%	24	0	0	0	91.7%	22	2	0	0	Not applicable					Not applicable			
Mathematics	7	7	14	78.6%	11	0	3	0	78.6%	11	0	3	0	Not applicable					Not applicable			
Science- Biology	2	13	15	93.3%	14	0	1	0	86.7%	13	2	0	0	Not applicable					Not applicable			
Science - Chemistry	1	1	2											Not applicable					Not applicable			
Science - Earth Science	1	2	3											Not applicable					Not applicable			
Science - Physics	0	2	2											Not applicable					Not applicable			
Special Education - Adapted Curriculum K-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - General Curriculum K-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Emotional Disabilities K-12	0	21	21	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	0	21	21	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	0	2	2	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Gifted Education (Add-on)	10	0	10	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)	1	0	1	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts (Add-on)	1	0	1	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	53	0	53	Not applicable					Not applicable					Not applicable					92.5%	49	0	4
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: University of Richmond

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
Ref.	**Description of Assessments**
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	119	6	125	92.8%	116	0	9	0	99.2%	124	0	1	0	92.0%	115	0	10	0	Not applicable			
French PreK-12	1	0	1											Not applicable					Not applicable			
German PreK12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	2	0	2											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Latin PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
Visual Arts PreK-12	13	1	14	92.9%	13	0	1	0	100.0%	14	0	0	0	Not applicable					Not applicable			
Theatre Arts PreK-12	0	0	0						Not applicable					Not applicable					Not applicable			
English	28	0	28	96.4%	27	0	1	0	100.0%	28	0	0	0	Not applicable					Not applicable			
History and Social Science	29	4	33	81.8%	27	0	6	0	93.9%	31	1	1	0	Not applicable					Not applicable			
Mathematics	7	1	8											Not applicable					Not applicable			
Science - Biology	7	0	7											Not applicable					Not applicable			
Science - Chemistry	1	0	1											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Dance Arts (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Speech Communication (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: University of Virginia

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Early/Primary Ed. PreK-3 (not admitting new students)	25	0	25	88.0%	22	0	3	0	100.0%	25	0	0	0	88.0%	22	0	3	0	Not applicable			
Elementary Education PreK-6	101	1	102	95.1%	97	0	5	0	95.1%	97	0	5	0	90.2%	92	0	10	0	Not applicable			
Math Specialist for Elementary/Middle Ed.	59	0	59	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Reading Specialist	188	0	188	NR	0	0	0	188	Not applicable					100.0%	188	0	0	N/A	Not applicable			
School Counselor PreK-12	18	0	18	Not applicable					Not applicable					Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
School Psychology	14	0	14	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	7	0	7											Not applicable					Not applicable			
German PreK-12	1	0	1											Not applicable					Not applicable			
Spanish PreK-12	14	0	14	100.0%	14	0	0	0	100.0%	14	0	0	0	Not applicable					Not applicable			
Latin PreK-12	2	0	2						Not applicable					Not applicable					Not applicable			
English as a Second Language PreK-12	18	0	18	100.0%	18	0	0	0	Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	8	0	8											Not applicable					Not applicable			
English	34	0	34	94.1%	32	0	2	0	97.1%	33	0	1	0	Not applicable					Not applicable			
History and Social Science	38	1	39	94.9%	37	0	2	0	94.9%	37	1	1	0	Not applicable					Not applicable			
Mathematics	13	0	13	92.3%	12	0	1	0	100.0%	13	0	0	0	Not applicable					Not applicable			
Science - Biology	10	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			
Science - Chemistry	7	0	7											Not applicable					Not applicable			
Science - Earth Science	6	0	6											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Early Childhood	26	0	26	88.5%	23	0	3	0	Not applicable					Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	37	0	37	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	57	0	57	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	37	0	37	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Severe Disabilities K-12	1	0	1	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Speech Language Pathologist PreK-12	38	0	38	Not applicable					Not applicable					Not applicable					Not applicable			
Gifted Education (Add-on)	3	0	3	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)			0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	177	0	177	Not applicable					Not applicable					Not applicable					100.0%	177	0	0
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: University of Virginia's College at Wise

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	48	0	48	100.0%	48	0	0	0	100.0%	48	0	0	0	100.0%	48	0	0	0	Not applicable			
French PreK-12	1	0	1											Not applicable					Not applicable			
Spanish PreK-12	1	0	1											Not applicable					Not applicable			
Business and Information Technology	6	1	7											Not applicable					Not applicable			
Health and Physical Education PreK-12	11	1	12	100.0%	12	0	0	0	100.0%	12	0	0	0	Not applicable					Not applicable			
Library Media PreK-12	3	1	4						Not applicable					Not applicable					Not applicable			
Music Education - Instrumental PreK-12	1	0	1											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			
English	6	0	6											Not applicable					Not applicable			
History and Social Science	3	1	4											Not applicable					Not applicable			
Mathematics	6	0	6											Not applicable					Not applicable			
Science - Biology	2	0	2											Not applicable					Not applicable			
Science - Chemistry	1	1	2											Not applicable					Not applicable			
Science - Earth Science	0	0	0											Not applicable					Not applicable			
Special Education - General Curriculum K-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Emotional Disabilities K-12	13	0	13	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	12	0	12	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	12	0	12	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Driver Education (Add-on)	1	0	1	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	4	0	4	Not applicable					Not applicable					Not applicable					Not applicable			

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Virginia Commonwealth University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	121	1	122	100.0%	122	0	0	0	100.0%	122	0	0	0	95.9%	117	4	1	0	Not applicable			
Math Specialist for Elementary/Middle Ed.	9	0	9	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Reading Specialist	30	0	30	NR	0	0	0	30	Not applicable					86.7%	26	0	4	N/A	Not applicable			
School Counselor PreK-12	74	1	75	Not applicable					Not applicable					Not applicable					Not applicable			
School Social Worker	110	0	110	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	2	0	2											Not applicable					Not applicable			
German PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	4	1	5											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Visual Arts PreK-12	62	1	63	88.9%	56	1	6	0	93.7%	59	1	3	0	Not applicable					Not applicable			
English as a Second Language PreK-12	32	0	32	NR	0	0	0	32	Not applicable					Not applicable					Not applicable			
Health and Physical Education PreK-12	19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable					Not applicable			
Music Education - Instrumental PreK-12	12	0	12	75.0%	9	0	3	0	75.0%	9	1	2	0	Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	14	0	14	71.4%	10	0	4	0	71.4%	10	4	0	0	Not applicable					Not applicable			
Theatre Arts PreK-12	4	0	4						Not applicable					Not applicable					Not applicable			
English	16	0	16	100.0%	16	0	0	0	93.8%	15	1	0	0	Not applicable					Not applicable			
History and Social Science	41	0	41	97.6%	40	0	1	0	90.2%	37	3	1	0	Not applicable					Not applicable			
Mathematics	23	0	23	95.7%	22	0	1	0	82.6%	19	3	1	0	Not applicable					Not applicable			
Science - Biology	6	0	6											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Earth Science	1	0	1											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Early Childhood	17	0	17	83.3%	5	0	1	11	Not applicable					Not applicable					Not applicable			
Special Education - General Curriculum K-12	1	0	1	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Emotional Disabilities K-12	25	0	25	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	8	0	8	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	10	0	10	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Severe Disabilities K-12	2	0	2	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Administration and Supervision PreK-12	250	0	250	Not applicable					Not applicable					Not applicable					98.4%	246	1	3
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Virginia Intermont College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	61	40	101	80.2%	81	2	18	0	81.2%	82	5	14	0	86.1%	87	4	10	0	Not applicable			
Business and Information Technology	0	0	0											Not applicable					Not applicable			
Visual Arts PreK-12	0	1	1											Not applicable					Not applicable			
Health and Physical Education PreK-12	3	2	5											Not applicable					Not applicable			
English	2	0	2											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
History and Social Science	0	3	3											Not applicable					Not applicable			
Science - Biology	1	0	1											Not applicable					Not applicable			
Special Education - General Curriculum	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Virginia State University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	19	0	19	100.0%	19	0	0	0	100.0%	19	0	0	0	100.0%	19	0	0	0	Not applicable			
Math Specialist for Elementary/Middle Ed.	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
School Counselor PreK-12	46	0	46	Not applicable					Not applicable					Not applicable					Not applicable			
Agricultural Education	1	0	1						Not applicable					Not applicable					Not applicable			
Family and Consumer Sciences	0	0	0											Not applicable					Not applicable			
Health and Physical Education PreK-12	1	0	1											Not applicable					Not applicable			
Music Education - Instrumental PreK-12	1	0	1											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Music Education - Vocal/Choral PreK-12	0	0	0											Not applicable					Not applicable			
English	1	0	1											Not applicable					Not applicable			
History and Social Science	1		1											Not applicable					Not applicable			
Mathematics	1	0	1											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Physics	0	0	0											Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	4	0	4	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	4	0	4	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	3	0	3	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Driver Education (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	14	0	14	Not applicable					Not applicable					Not applicable					92.9%	13	1	0
Administration and Supervision PreK-12 (central office only)	30	0	30	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Virginia Tech

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	31	0	31	100.0%	31	0	0	0	100.0%	31	0	0	0	100.0%	31	0	0	0	Not applicable			
Math Specialist for Elementary/Middle Ed.	16	0	16	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Reading Specialist	13	0	13	100.0%	13	0	0	0	Not applicable					100.0%	13	0	0	N/A	Not applicable			
School Counselor PreK-12	46	0	46	Not applicable					Not applicable					Not applicable					Not applicable			
French PreK-12	0	0	0											Not applicable					Not applicable			
German PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	6	0	6											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Latin PreK-12	1	0	1						Not applicable					Not applicable					Not applicable			
Agricultural Education	21	0	21	100.0%	21	0	0	0	Not applicable					Not applicable					Not applicable			
Business and Information Technology	6	0	6											Not applicable					Not applicable			
Marketing Education	7	0	7											Not applicable					Not applicable			
Technology Education	1	0	1											Not applicable					Not applicable			
Family and Consumer Sciences	4	0	4											Not applicable					Not applicable			
English as a Second Language	7	0	7						Not applicable					Not applicable					Not applicable			
Music Education - Instrumental PreK-12	9	0	9											Not applicable					Not applicable			
Music Education - Vocal/Choral PreK-12	1	0	1											Not applicable					Not applicable			
English	21	0	21	100.0%	21	0	0	0	100.0%	21	0	0	0	Not applicable					Not applicable			
History and Social Science	15	0	15	100.0%	15	0	0	0	100.0%	15	0	0	0	Not applicable					Not applicable			
Mathematics	22	0	22	100.0%	22	0	0	0	100.0%	22	0	0	0	Not applicable					Not applicable			
Science - Biology	10	0	10	100.0%	10	0	0	0	100.0%	10	0	0	0	Not applicable					Not applicable			
Science - Chemistry	4	0	4											Not applicable					Not applicable			
Science - Earth Science	3	0	3											Not applicable					Not applicable			
Science - Physics	2	0	2											Not applicable					Not applicable			
Special Education - Emotional Disabilities K-12	8	0	8	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	8	0	8	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Journalism (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Keyboarding (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Mathematics - Algebra I (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Theatre Arts (Add-on)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			
Administration and Supervision PreK-12	98	0	98	Not applicable					Not applicable					Not applicable					100.0%	98	0	0
Administration and Supervision PreK-12 (central office only)	0	0	0	Not applicable					Not applicable					Not applicable					Not applicable			

NOTE: An individual who has taken the SLLA, regardless of whether they pass or fail, must be reported under the full Administration and Supervision PreK-12 program. Only individuals who have NOT taken the SLLA and are seeking the Administration and Supervision PreK-12 (central office only) endorsement may be reported under the Administration and Supervision (central office only) program.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Virginia Union University

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	2	0	2																Not applicable			
Business and Information Technology	0	0	0											Not applicable					Not applicable			
English	0	0	0											Not applicable					Not applicable			
History and Social Science	0	0	0											Not applicable					Not applicable			
Mathematics	0	0	0											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Special Education - Emotional Disabilities K-12	3	0	3	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	See Note A	See Note A	See Note A	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		
Special Education - Mental Retardation K-12	See Note A	See Note A	See Note A	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		

Note A - Participants were already counted under Special Education - Emotional Disabilities K-12.

Standards for Biennial Approval of Education Programs (8VAC20-542-40.1)
Program Compliance Certification for Standard 1 - Assessment Passing Rates

Biennial Reporting Period: July 1, 2007, through June 30, 2009
Name of Institution: Virginia Wesleyan College

Std. #	Description of Standard
1.	**Candidate progress and performance on prescribed Board of Education licensure assessments.** Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Ref.	Description of Assessments
A	**Academic Skills Assessment:** The prescribed test is the ***Virginia Communication and Literacy Assessment (VCLA)*** (effective since January 1, 2006). This assessment is applicable to subject area endorsements. The VCLA is not required for add-on endorsements or for Administration and Supervision PreK-12, School Counselor PreK-12, School Psychology or School Social Worker endorsements.
B	**Content Assessment:** The prescribed test is the ***Praxis II: Specialty Area Test.*** This assessment is applicable to the following subject area endorsements only: Business and Information Technology; Early/Primary Education PreK-3; Elementary Education PreK-6; English; French; German; Family and Consumer Sciences; Health and Physical Education; History and Social Sciences; Marketing Education; Mathematics; Middle Education 6-8; Music Education-Instrumental; Music Education-Vocal/Choral; Science-Biology; Science-Chemistry; Science-Earth Science; Science-Physics; Spanish; Technology Education; and Visual Arts.
C	**Virginia Reading Assessment:** The prescribed test for subject area endorsements in Early/Primary Education PreK-3, Elementary Education PreK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments is the ***Virginia Reading Assessment for Elementary and Special Education Teachers.*** The prescribed test for the Reading Specialist endorsement is the ***Virginia Reading Assessment for Reading Specialist.***
D	**School Leadership Assessment:** The prescribed test, applicable to the Administration and Supervision PreK-12 endorsement only, is the ***School Leadership Licensure Assessment (SLLA).***

Key

P = Passed; **NP** = Not Passed; **NT** = Not Taken; **NR** = Not Required (because the candidate is seeking an added endorsement to their existing full Virginia teaching license).

Not Applicable (N/A) = the licensure assessment is not prescribed for the respective approved education program.

Instructions

For each approved education program listed below, complete the following information as it pertains to the current biennial reporting period, i.e., July 1, 2007, through June 30, 2009:

Step 1 Enter the number of program completers.

Step 2 Enter the number of program exiters.

Note, the spreadsheet will automatically calculate the "Total Completers and Exiters" for each approved education program based on your entries in Step 1 and Step 2.

Step 3A If there are **ten or more total completers and exiters**, then proceed to enter in each of the designated columns the number (i.e., zero or higher) of candidates who passed (P), who did not pass (NP), who did not take (NT), and who were not required to take (NR) the applicable licensure assessments for that approved program.

Step 3B If there are **less than ten completers and exiters** for an approved education program, then do **NOT** enter candidate results for the respective licensure assessments for that approved education program. These candidates will be rolled over, i.e., added into the pool used for the next biennial report.

Note, the "Pass Rate (%)" will automatically be calculated by the spreadsheet for each respective licensure assessment for each approved education program.

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
Elementary Education PreK-6	40	1	41	100.0%	41	0	0	0	100.0%	41	0	0	0	100.0%	41	0	0	0	Not applicable			
Middle Education 6-8	1	0	1											Not applicable					Not applicable			
French PreK-12	1	0	1											Not applicable					Not applicable			
German PreK-12	0	0	0											Not applicable					Not applicable			
Spanish PreK-12	0	0	0											Not applicable					Not applicable			
Visual Arts PreK-12	1	0	1											Not applicable					Not applicable			
English	3	0	3											Not applicable					Not applicable			

Approved Education Program	Number of Program Completers	Number of Program Exiters	Total Completers and Exiters	VCLA (A)					PRAXIS II (B)					VRA (C)					SLLA (D)			
				Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT	NR	Pass Rate (%)	P	NP	NT
History and Social Science	5	2	7											Not applicable					Not applicable			
Mathematics	1	0	1											Not applicable					Not applicable			
Science - Biology	0	0	0											Not applicable					Not applicable			
Science - Chemistry	0	0	0											Not applicable					Not applicable			
Science - Earth Science	1	0	1											Not applicable					Not applicable			
Special Education - General Curriculum K-12	0	0	0	Program has not been in effect for a duration of two years. Pass rates are not required for this biennial reporting period.																		
Special Education - Learning Disabilities K-12	2	2	4	Program was not continued in the current regulations. Pass rates are not required for this biennial reporting period.																		

EDUCATION PROGRAMS
OFFERED BY
VIRGINIA INSTITUTIONS OF HIGHER EDUCATION

January 14, 2010

	Grade Level				Administration and Supervision and Personnel Support					
LEGEND: **U = Undergraduate Program** **G = Graduate Program**	*Early/Primary Education PreK-3*	*Elementary Education PreK-6*	*Middle Education 6-8*	*Adult Education*	*Administration and Supervision PreK-12*	*Math Specialist for Elementary/Middle Education*	*Reading Specialist*	*School Counselor PreK-12*	*School Psychology*	*School Social Worker*
Averett University		U,G					G			
Bluefield College		U								
Bridgewater College		U								
Christopher Newport University		G								
College of William and Mary		U,G			G		G	G	G	
Eastern Mennonite University	U	U					G			
Emory and Henry College	U	U	U				G			
Ferrum College		U								
George Mason University	G	G			G	G	G	G	G	
Hampton University	U	U,G			G			G		
Hollins University		U,G								
James Madison University	U,G	G	G		G		G	G	G	
Liberty University		U,G	U,G		G	G	G	G		
Longwood University		U,G	U		G	G	G	G		
Lynchburg College		U			G		G	G		
Mary Baldwin College		U,G	U,G							
Marymount University		U,G			G			G		
Norfolk State University	U	U,G			G	G		G		G
Old Dominion University	G	G	G		G	G	G	G		
Radford University	G	U	U		G		G	G	G	G
Randolph College		U								
Randolph Macon College		U								
Regent University		U,G			G	G	G	G		
Roanoke College		U								
St. Paul's College		U								
Shenandoah University		U	U		G		G			
Sweet Briar College		G								
University of Mary Washington		G	G		G		G			
University of Richmond		U								
University of Virginia		G			G	G	G	G	G	
Univ. of Virginia's College at Wise		U								
Virginia Commonwealth University		G			G	G	G	G		G
Virginia Intermont College		U								
Virginia State University		U			G	G		G		
Virginia Tech		G			G	G	G	G		
Virginia Union University		U								
Virginia Wesleyan College		U	U							

	Foreign Languages PreK-12								Career and Technical Education				
LEGEND: **U = Undergraduate Program** **G = Graduate Program**	*Arabic*	*Chinese*	*French*	*German*	*Japanese*	*Spanish*	*Russian*	*Latin*	*Agricultural Education*	*Business and Information Technology*	*Marketing Education*	*Technology Education*	*Family and Consumer Sciences*
Averett University													
Bluefield College										U			
Bridgewater College			U			U							U
Christopher Newport University			G			G							
College of William and Mary			U,G	U,G		U,G		U,G					
Eastern Mennonite University						U							
Emory and Henry College			U			U				U			
Ferrum College						U	U		U	U			
George Mason University	G	G	G	G	G	G		G					
Hampton University													
Hollins University			U,G			U,G		U,G					
James Madison University			G	G		G						G	
Liberty University						U,G				U,G			U,G
Longwood University			U,G	U,G		U,G				U	U		
Lynchburg College			U			U							
Mary Baldwin College			U			U				U			
Marymount University													
Norfolk State University			U			U				U			
Old Dominion University			U	U		U					U	U,G	
Radford University													
Randolph College			U	U		U		U					
Randolph Macon College			U	U		U		U					
Regent University													
Roanoke College			U	U		U							
St. Paul's College										U			
Shenandoah University						U,G				U			
Sweet Briar College			G	G		G		G					
University of Mary Washington			U,G	U,G		U,G		U,G		G			
University of Richmond			U	U		U		U					
University of Virginia			G	G		G		G					
Univ. of Virginia's College at Wise			U			U				U			
Virginia Commonwealth University			G	G		G							
Virginia Intermont College										U			
Virginia State University									U				U
Virginia Tech			G	G		G		G	G	G	G		G
Virginia Union University										U			
Virginia Wesleyan College			U	U		U							

	PreK-12 Endorsements							
LEGEND: **U = Undergraduate Program** **G = Graduate Program**	*Dance Arts*	*English as a Second Language*	*Health and Physical Education*	*Library Media*	*Music Education - Instrumental*	*Music Education - Vocal/Choral*	*Theatre Arts*	*Visual Arts*
Averett University			U,G				U,G	U,G
Bluefield College			U			U		U
Bridgewater College		U	U		U	U	U	U
Christopher Newport University					G	G	G	G
College of William and Mary								
Eastern Mennonite University		U,G	U		U	U	U	U
Emory and Henry College		U	U		U	U	U	U
Ferrum College			U				U	U
George Mason University	U	G	U		U	U		G
Hampton University			U		G	G		
Hollins University						U,G		U,G
James Madison University	U	U,G	G		U,G	U,G	U	U
Liberty University		U,G	U,G		U,G	U,G	U,G	U,G
Longwood University		U,G	U	G	U	U	U	U
Lynchburg College			U		U	U	U	U
Mary Baldwin College						U	U,G	U
Marymount University		G						U
Norfolk State University			U		U	U		U,G
Old Dominion University	U	G	U,G	G	U	U	U	U
Radford University			U	G	U	U		U
Randolph College	U	G	U		U	U	U	U
Randolph Macon College								
Regent University		G						
Roanoke College		U	U			U	U	U
St. Paul's College								
Shenandoah University	U,G	G	U		U	U		
Sweet Briar College	G					G	G	G
University of Mary Washington		G			U,G	U,G	U	U,G
University of Richmond	U						U	U
University of Virginia		G	G					
Univ. of Virginia's College at Wise			U	U	U	U		
Virginia Commonwealth University		G	U		U,G	U,G		U,G
Virginia Intermont College			U					U
Virginia State University			U		U	U		
Virginia Tech		G			G	G		
Virginia Union University								
Virginia Wesleyan College								U

	Secondary Grades 6-12							
LEGEND: **U = Undergraduate Program** **G = Graduate Program**	*Computer Science*	*English*	*History and Social Science*	*Mathematics*	*Science - Biology*	*Science - Chemistry*	*Science - Earth Science*	*Science - Physics*
Averett University	U,G	U,G	U,G	U,G	U,G			
Bluefield College		U	U	U	U	U		
Bridgewater College	U	U	U	U	U	U		U
Christopher Newport University	G	G	G	G	G			G
College of William and Mary		U,G	U,G	U,G	U,G	U,G	U,G	U,G
Eastern Mennonite University	U	U	U	U	U	U		U
Emory and Henry College		U	U	U	U	U	U	U
Ferrum College	U	U	U	U	U	U		
George Mason University		G	G	G	G	G	G	G
Hampton University		G		G	G			
Hollins University		U,G	U,G	U,G	U,G	U,G		U,G
James Madison University		G	G	G	G	G	G	G
Liberty University	U,G	U,G	U,G	U,G	U,G	U,G		
Longwood University		U,G	U	U	U	U		U
Lynchburg College		U	U	U	U	U	U	U
Mary Baldwin College		U,G	U	U	U	U	U	U
Marymount University	G	U,G	U,G	U,G	U,G	G	G	G
Norfolk State University		U,G	U,G	U,G	U,G	U,G		U,G
Old Dominion University		U,G	U,G	U,G	U,G	U,G	U,G	U,G
Radford University		U	U	U	U	U	U	U
Randolph College		U	U	U	U	U		U
Randolph Macon College		U	U	U	U	U		U
Regent University								
Roanoke College	U	U	U	U	U	U		U
St. Paul's College		U	U	U	U			
Shenandoah University		U	U	U	U	U		
Sweet Briar College		G	G	G	G	G		G
University of Mary Washington	U,G	U,G	U,G	U,G	U,G	U,G	U,G	U,G
University of Richmond		U	U	U	U	U		U
University of Virginia		G	G	G	G	G	G	G
Univ. of Virginia's College at Wise		U	U	U	U	U	U	
Virginia Commonwealth University		G	G	G	G	G	U,G	G
Virginia Intermont College		U	U		U			
Virginia State University		U	U	U	U	U		U
Virginia Tech		G	G	G	G	G	G	G
Virginia Union University		U	U	U	U	U		
Virginia Wesleyan College		U	U	U	U	U	U	

	Special Education					
LEGEND: **U = Undergraduate Program** **G = Graduate Program**	*Early Childhood Special Education (Birth through Age 5)*	*Adapted Curriculum K-12 (*Indicates that the institution is part of a consortium that offers an endorsement in Adapted Curriculum)*	*General Curriculum K-12*	*Hearing Impairments PreK-12*	*Speech-Language Disorders PreK-12*	*Visual Impairments PreK-12 (**There are no VI approved programs, but these institutions are part of a consortium offering a VI endorsement.)*
Averett University						
Bluefield College						
Bridgewater College						
Christopher Newport University						
College of William and Mary			G			
Eastern Mennonite University			U			
Emory and Henry College			G			
Ferrum College						
George Mason University	G	G	G			**
Hampton University			G		U,G	
Hollins University						
James Madison University	G		G		G	**
Liberty University			U,G			
Longwood University			U,G		G	
Lynchburg College	G		G			
Mary Baldwin College			U,G			
Marymount University			U,G			
Norfolk State University	G	*	U,G			**
Old Dominion University	G	G	U,G		G	**
Radford University	G	*	G	U	G	**
Randolph College			G			
Randolph Macon College						
Regent University			G			
Roanoke College						
St. Paul's College			U			
Shenandoah University			G			
Sweet Briar College			G			
University of Mary Washington		G	G			
University of Richmond						
University of Virginia	G	*	G		G	
Univ. of Virginia's College at Wise			U			
Virginia Commonwealth University	G	*	G			**
Virginia Intermont College			U			
Virginia State University			U,G			
Virginia Tech						
Virginia Union University			U			
Virginia Wesleyan College			U			

	Add-on Endorsements								
LEGEND: **U = Undergraduate Program** **G = Graduate Program**	*Adult English as a Second Language*	*Dance Arts*	*Driver Education*	*Early Childhood 3- and 4-Year Olds*	*Gifted Education*	*Journalism*	*Keyboarding*	*Mathematics - Algebra I*	*Speech Communication*
Averett University			U			U			U,G
Bluefield College						U		U	U
Bridgewater College			U					U	
Christopher Newport University									
College of William and Mary					G				
Eastern Mennonite University						U			
Emory and Henry College			U					U	
Ferrum College						U		U	
George Mason University			U		G			G	
Hampton University									
Hollins University									
James Madison University					G	U		U	
Liberty University				G	G	U		U	U
Longwood University			U					U	
Lynchburg College								U	
Mary Baldwin College					G			U	
Marymount University									
Norfolk State University			U	G					
Old Dominion University			U			U		U	
Radford University			U					U	
Randolph College								U	
Randolph Macon College									
Regent University									
Roanoke College						U		U	U
St. Paul's College									
Shenandoah University					U			U	
Sweet Briar College					G				
University of Mary Washington					G	U		U	U
University of Richmond						U		U	U
University of Virginia					G			G	
Univ. of Virginia's College at Wise			U					U	
Virginia Commonwealth University									
Virginia Intermont College									
Virginia State University			U						
Virginia Tech						G			
Virginia Union University									
Virginia Wesleyan College									

Board of Education Agenda Item

Item: M. **Date:** January 14, 2010

Topic: Final Review of the Advisory Board on Teacher Education and Licensure's Recommended Passing Score for the *School Leaders Licensure Assessment (SLLA)*

Presenter: Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure

Telephone Number: (804) 371-2522 **E-Mail Address:** Patty.Pitts@doe.virginia.gov

Origin:

____ Topic presented for information only (no board action required)

_X_ Board review required by
- _X_ State or federal law or regulation
- _X_ Board of Education regulation
- ____ Other: _____

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

Previous Review/Action:

____ No previous board review/action

_X_ Previous review/action
date November 17, 2009
action First Review of the Advisory Board on Teacher Education and Licensure's Recommended Passing Score for the *School Leaders Licensure Assessment (SLLA)*

Background Information:

The 2004 General Assembly approved *House Bill 573*, [Section 22.1-298, *Code of Virginia*] that stated, in part, the following:

> D. … the Board's licensure regulations shall also require that, on and after July 1, 2005, initial licensure for principals and other school leaders, as may be determined by the Board, be contingent upon passage of the *School Leaders Licensure Assessment*.

On November 17, 2004, the Board of Education approved a passing score of 165 for the *School Leaders Licensure Assessment (SLLA)* as a requirement for all individuals seeking an initial administration and supervision endorsement authorizing them to serve as principals and assistant principals in the public schools. The effective date for implementing the passing score was July 1, 2005.

Section 22.1-298.1(E) of the *Code of Virginia* states, "The Board's regulations shall require that initial licensure for principals and assistant principals be contingent upon passage of an assessment as prescribed by the Board." Section 8VAC20-22-590 of the *Licensure Regulations for School Personnel (effective September 21, 2007)* states that individuals seeking endorsement in administration and supervision preK-12 through the approved program route as well as an alternate route satisfy the requirements for the school leaders licensure assessment prescribed by the Board of Education. Individuals seeking an initial administration endorsement who are interested in serving as central office instructional personnel are not required to take and pass the school leaders assessment prescribed by the Board of Education. The *School Leaders Licensure Assessment* administered by Educational Testing Service is the prescribed assessment.

As part of the test regeneration process, the Educational Testing Service has completed a major revision of the *SLLA*. The changes to the assessment were significant and required completion of a standard setting study and the approval of a passing score for the revised assessment.

Although the revised *SLLA* was administered in other states beginning in September 2009, the implementation was delayed in Virginia to allow sufficient time for a state-specific standard setting study and the setting of a passing score for the assessment. A special administration of the former version of the test was held on Saturday, October 17, 2009, to allow Virginia candidates one final time to take this version. Administration of the revised *SLLA* will begin in Virginia in January 2010.

Summary of Major Elements

A Virginia standard setting study was conducted on March 24 and 25, 2009, for the revised *SLLA*. The Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the *SLLA*, which will be administered in Virginia for the first time in January 2010. A detailed summary of the study -- *Standard Setting Report*-- *School Leaders Licensure Assessment (SLLA)* -- *March 24-25, 2009* -- *Richmond, Virginia*, is attached (Appendix A) and includes information regarding participants, methodology, and recommendations.

In addition to the Virginia specific study, the Educational Testing Service also conducted two multistate standard setting studies on April 21 and 22, 2009, in Baltimore, Maryland, and on May 12 and 13, 2009, in St. Louis, Missouri. Seventeen states participated in the two panels. On Panel I, 23 school leaders and college faculty from 16 states participated. On Panel II, 23 school leaders and college faculty participated from 15 states. The results of these studies, including the passing scores recommended by the multistate panels, are attached (Appendix B).

The purposes of the studies were to (a) recommend the minimum *SLLA* score judged necessary to award the endorsement in administration and supervision and (b) confirm the importance of the *SLLA* content specifications for entry-level school leaders in Virginia.

The revised assessment is designed to measure whether entry-level school leaders have the knowledge believed necessary for competent professional practice. The content of the assessment was defined by a National Advisory Committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The content of the revised assessment is aligned with the *Educational Leadership Policy Standards: ISSLC 2008.*

The four-hour assessment is divided into two separately timed sections:

- Section I (2 hours 20 minutes) – 100 multiple choice questions (80 operational and 20 pre-test); and

- Section II (1 hour 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that an education leader might encounter. Candidates are required to analyze situations and data, to propose appropriate courses of action, and to provide rationales for their proposal.

Candidate scores on the two sections are weighted such that Section I contributes 70 percent of the overall *SLLA* score and Section II contributes 30 percent. The total number of raw points that may be earned on the *SLLA* is 114 (80 points from the multiple choice section and approximately 34 points from the constructed-response section). The reporting scale for the *SLLA* ranges from 100 to 200 scaled points. A detailed description of the test is provided in the *Test at a Glance* document in Appendix C.

Prospective school leaders will be required to pay a fee for test administration and reporting results to the Virginia Department of Education. The cost for the assessment has been reduced from $480 to $375, including a $50 nonrefundable registration fee.

The process used in the Virginia standard setting study is detailed in Appendix A. The panel recommended a cut score of 67.24. The next highest whole number is 68 and is considered the functional recommended cut score. The value of 68 represents approximately 60 percent of the total available 114 raw points that could be earned on the *SLLA*. The scaled score associated with 68 raw points is 154.

A similar process was used in the multistate standard setting studies as described in Appendix B. The cut score recommendations for the *SLLA* were 74.41 for Panel I and 76.16 for Panel II. These numbers were also rounded to the next highest whole number to determine the functional recommended cut scores of 75 for Panel I and 77 for Panel II. The values of 75 and 77 represent approximately 66 percent and 68 percent, respectively, or the total available 114 raw points that could be earned on the *SLLA*. The scaled scores associated with 75 and 77 raw scores are 162 and 164, respectively.

The recommended cut scores and Standard Error of Measurement (SEM) from the Virginia standard setting study and the two multistate studies are provided on the following page. The SEM is a statistical phenomenon and is unrelated to the accuracy of scoring. All test results are subject to the standard error of measurement. If a test taker were to take the same test repeatedly, with no change in his level of knowledge and preparation, it is possible that some of the resulting scores would be slightly higher or lower than the score that precisely reflects the test takers actual level of knowledge and ability. The difference between a test taker's actual score or his highest or lowest hypothetical score is known as the Standard Error of Measurement.

The Standard Error of Measurement for the recommended cut scores for the Virginia Standard Setting

Study and the multistate studies are shown below. [Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.]

Cut Scores within 1 and 2 SEMs of the Recommended Cut Score – Virginia Study

Recommended Cut Score	68	Scale Score Equivalent	154
-2 SEMs	58		143
-1 SEM	63		149
+1SEM	74		161
+2 SEMs	79		167

Cut Scores within 1 and 2 SEMs of the Recommended Cut Score – Multistate Study (Panel I)

Recommended Cut Score	75	Scale Score Equivalent	162
-2 SEMs	65		151
-1 SEM	70		156
+1SEM	81		169
+2 SEMs	86		175

Cut Scores within 1 and 2 SEMs of the Recommended Cut Score – Multistate Study (Panel II)

Recommended Cut Score	77	Scale Score Equivalent	164
-2 SEMs	68		154
-1 SEM	73		160
+1SEM	82		170
+2 SEMs	87		176

As of November 9, 2009, ETS reported that seven states, the District of Columbia, and the Virgin Islands have set cut scores for the revised SLLA. Mississippi set their cut score at 169, and Kansas set their score at 165. Six states (Indiana, Missouri, New Jersey, North Carolina, and Utah) and the District of Columbia set the cut score at 163. The Virgin Islands' cut score is 156.

The Advisory Board on Teacher Education and Licensure (ABTEL) reviewed the studies and cut scores established by other states (Appendix D) at its September 21, 2009, meeting. The members decided to delay making a recommendation for a cut score until the November 16, 2009, ABTEL meeting in order to review candidates' scores from the first national administration of the *SLLA* (Appendix E). On November 16, the Advisory Board recommended a cut score of 161 for the *School Leaders Licensure Assessment* which is one Standard Error of Measurement above the Virginia panel's recommended score. The recommendation was made with the caveat that the passing rates for the SLLA be reviewed after three test administrations of the test in Virginia. The Board of Education has the authority to set the final cut score for the revised *SLLA* assessment.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education receive the

recommendation of the Advisory Board on Teacher Education and Licensure, approve a cut score for the *SLLA*, and review the passing rates after three test administrations of the *School Leaders Licensure Assessment* in Virginia.

Impact on Resources:

Costs associated with the administration of the *School Leaders Licensure Assessment (SLLA)* will be incurred by the Educational Testing Service. Prospective school leaders will be required to pay a fee for test administration and reporting results to the Virginia Department of Education. The cost for the revised *SLLA* assessment is $375, including a nonrefundable $50 registration fee.

Timetable for Further Review/Action:

The Department of Education will notify school divisions and institutions of higher education of the Board of Education's decision.

APPENDIX A

Standard Setting Report
School Leaders Licensure Assessment (SLLA)
March 24-25, 2009
Richmond, Virginia

Standard Setting Report

School Leaders Licensure Assessment (SLLA)

March 24 - 25, 2009
Richmond, Virginia

Conducted by
Educational Testing Service
Princeton, New Jersey

School Leaders Licensure Assessment (SLLA)

STANDARD SETTING

Introduction

A standard setting study was conducted on March 24-25 for the School Leaders Licensure Assessment (SLLA) used to award an Administrative Services Credential in Virginia. Educational Testing Service (ETS) conducted the standard setting study on behalf of the Virginia Department of Education (VDOE) for the revised version of the SLLA, which will be administered in Virginia for the first time in January 2010.

The purposes of the study were to (a) recommend the minimum SLLA score judged necessary to award an Administrative Services Credential and (b) confirm the importance of the SLLA content specifications for entry-level school (education) leaders in Virginia. The Office of Teacher Education and Licensure (in the VDOE) will submit the standard setting panel's recommended passing score, or cutscore, to the Advisory Board on Teacher Education and Licensure (ABTEL) for consideration. The ABTEL will forward a recommendation to the Virginia State Board of Education (VSBE); the VSBE sets the final, operational cutscore on the SLLA.

School Leaders Licensure Assessment

The purpose and structure of the SLLA are described in the School Leaders Licensure Assessment *Test at a Glance* (ETS, in press). In brief, the assessment measures whether entry-level school (education) leaders have the knowledge believed necessary for competent professional practice. The content of the assessment was defined by a National Advisory Committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The content is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

The four-hour SLLA is divided into two separately timed sections:

- **Section I** (2 hours 20 minutes) – 100 multiple-choice questions (80 operational and 20 pre-test).
- **Section II** (1 hour 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that an education leader might encounter. Candidates are required to analyze situations and data, to propose appropriate courses of action, and to provide rationales for their proposals.

Candidate scores on the two sections are weighted such that Section I contributes 70% of the overall SLLA score and Section II contributes 30%. The total number of raw points that may be earned on the

SLLA is 114 (80 points from the multiple-choice section and approximately 34 points from the constructed-response section). The reporting scale for the SLLA ranges from 100 to 200 scaled points.

Committee Members

A panel of 15 experts in school leadership participated in the standard-setting study. The Office of Teacher Education and Licensure recruited panelists to represent a range of professional perspectives, including principals, assistant principals and university faculty. Table 1 presents the demographic characteristics of the 15 panelists. In brief, eight panelists were principals, two were assistant principals, and five were college faculty. Nine panelists were White, five were African American, and one was Native American. Six panelists were female. All panelists reported being certified school leaders in Virginia. Twelve panelists had between 4 and 11 years of experience as a building-level administrator or central office supervisor. (See Appendix A for a list of the panelists.)

Process and Method

Prior to the Panel Meeting

The panelists were sent an e-mail explaining the purpose of the standard-setting study and the planned agenda (Appendix B), and requesting that they review the test content specifications for the SLLA (included in the SLLA *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

During the Panel Meeting

The standard-setting study began with a welcome and introduction by Dr. James Lanham, Director of Licensure, of the VDOE's Office of Teacher Education and Licensure. Dr. Richard Tannenbaum, a director of research from ETS, then explained how the SLLA was developed, provided an overview of standard setting, and presented the agenda for the study. Dr. Tannenbaum served as the lead facilitator for the standard-setting meeting.

The first activity was for the panelists to "take the test." (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response questions. The panelists had access to the answer key for the multiple-choice questions and access to both the general and question-specific rubrics for the constructed response questions. The purpose of "taking the test" was for the panelists to become familiar with the test format, content and its difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the SLLA; they were also asked to remark on any questions that they thought would be particularly challenging for entering school leaders, and questions that addressed content that would be particularly important for entering school leaders.

Following this discussion, the panelists defined the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of skills believed necessary to be a qualified building-level administrator or central office supervisor in Virginia. The JQC definition is the operational definition of the cutscore. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC. The panelists were split into three groups of five and each group was asked to write down its definition of a JQC. Each group referred to the Interstate School Leaders Licensure Consortium (ISLLC) 2008 standards and the SLLA *Test at a Glance* to guide their definition. Each group posted its definition on chart paper and a full-panel discussion occurred to reach consensus on a final definition (Appendix C).

The standard-setting process for the SLLA was conducted for the overall test, though one standard-setting approach was implemented for Section I (multiple-choice questions) and another approach was implemented for Section II (constructed-response questions). The recommended passing score for the SLLA is the weighted sum of the interim cutscores recommended by the panelists for each section. These approaches are described next, followed by the results of the standard-setting study.

Standard Setting for Section I (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Section I (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly. The panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions were in the .70 to 1 range; and
- moderately difficult/easy questions were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first three questions.

The panelists engaged in three rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cutscore for the section and the panel's average recommended cutscore, highest and lowest cutscore, and standard deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1) and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (10 of 15 located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2). This process was repeated for the Round 2 judgments to inform their final (Round 3) judgments.

Standard Setting for Section II (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Section II (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC that was agreed upon and then to review the question and the rubrics (general and specific) for that question. The general rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*thorough understanding*), 2 (*basic/general understanding*), 1 (*limited understanding*), or 0 (*little or no understanding*). Each question-specific rubric provides examples of evidence that would support earning a 3, 2, 1, or 0. During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubrics.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[1]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. A score of 3, for example, would mean that a panelist thought that a JQC would most likely earn between a 1 and a 2 from the two raters. A 5 would mean that a JQC would most likely earn between a 2 and a 3 from the two raters. For each of the seven constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn.

The Section II (constructed-response questions) score is weighted to contribute 30% of the total test score; the Section I (multiple-choice question) score is weighted to contribute 70%. The facilitator explained the reason and process for weighting the contributions of the two sections to the panel. The

[1] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

feedback to the panelists, described next, included both their judgments before and after the weightings so they could more easily see the relationship between their explicit standard-setting judgments (pre-weighting) and the post-weighting values used to compute the recommended cutscore.

Consistent with the standard-setting process used for Section I, the panelists engaged in three rounds of judgments for Section II. After each round, the judgments of each panelist were summarized and projected for the panel to see and discuss. Each panelist's recommended cutscore for Section II was displayed as was the panel's average recommended cutscore, highest and lowest cutscore, and standard deviation. The panelists' judgments also were displayed for each question. The panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments.

Judgment of SLLA Content Specifications

Following the three-round standard setting process, panelists judged the importance of the knowledge and/or skills stated or implied in the SLLA content specifications for the job of an entry-level school leader in Virginia. These judgments addressed the perceived content-based validity of the SLLA. Judgments were made using a four-point Likert scale — *very important*, *important*, *slightly important*, and *not important*. The panel first judged the importance of the first content category— *Vision and Goals* — and its three sub-categories. As a group, the panel discussed there judgments and were allowed to revise their judgments following the discussion. The panel independently judged the remaining categories and sub-categories.

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Section I (multiple-choice questions), and once after they were trained to make their judgments for Section II (constructed-response questions). The primary information collected from these forms was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. All 15 panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

Tables 2 through 4 present a summary of each round of standard-setting judgments for Section I (multiple-choice questions), Section II (constructed-response questions) and the overall test, respectively. The numbers in each table reflect the recommended cutscore—the number of raw points needed to "pass" the section or test—of each panelist for each of the three rounds. Note that the SLLA reports a single,

overall score and that the panel will be recommending a single cutscore for the weighted composite of Sections I and II. The separate "cutscores" for the two sections is an intermediate step in calculating the overall cutscore. For Section II, both the direct standard-setting judgments ("Raw Score") and the weighted judgments ("Wt. Cutscore") are presented. The panel's average recommended cutscore and highest and lowest cutscores are reported, as are the standard deviation (SD) of panelists' cutscores and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panel to reach the same cutscore. A comparable panel's cutscore would be within 1 SEJ of the current average cutscore 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 and Round 3 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for the SLLA.

The Round 3 average score for each section is summed to arrive at the SLLA recommended cutscore (passing score). It should be noted, however, that separate Section I and Section II scores are not reported for the SLLA; only an overall score is reported. Therefore, there is no required minimum section score that must be obtained in order to pass the SLLA. The total test cutscore is compensatory, in that as long as the total SLLA cutscore is met or exceeded, the candidate has passed The panels' cutscore recommendation for the SLLA is 67.24 (see Table 4); because this value is greater than 67, the next highest whole number, or 68, is considered the functional recommended cutscore. This value of 68 represents approximately 60% of the total available 114 raw points that could be earned on the SLLA. The scaled score associated with 68 raw points is 154[2].

Table 5 presents the standard error of measurement (SEM) around the recommended cutscore of 68 points. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs are provided. The standard error provided is an estimate, given that the SLLA has not yet been administered.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the SLLA content specifications were important for entry-level school leaders in Virginia. Panelists rated the six content categories and their accompanying sub-categories, on a four-point scale ranging from *very important* to *not important*. The panelists' ratings are summarized in Table 6. Overall, the majority of panelists (93%

[2] For reference purposes, if the recommended raw cutscore were 67 points, the scaled score would be 153.

or greater) judged all six content categories to be either *very important* or *important* for entry-level school leaders in Virginia. In particular, panelists judged *Vision and Goals*, *Teaching and Learning*, and *Ethics and Integrity* to be *very important*. A majority of panelists (80% or greater) also judged each of the sub-categories to be *very important* or *important*. Three panelists, nonetheless, rated the *Maximizing Community Resources* and *Professional Influence* sub-categories as *slightly important*.

Final Evaluations

The panelists completed an evaluation form at the conclusion of the standard-setting study. The evaluation form asked the members to provide feedback about the quality of the standard-setting implementation, the factors that influenced their decisions, and their comfort with (acceptance of) the SLLA recommended cutscore. Table 7 presents the results of the final evaluations.

All panelists confirmed that they understood the purpose of the study; that the facilitator's instructions and explanations were clear; that they were prepared to make their standard setting judgments; and that the standard-setting process was easy to follow. The panelists reported that their own professional experience and the definition of the JQC most influenced their standard-setting judgments. The majority of panelists (11 out of 15 or 73%) reported being *very comfortable* with the SLLA recommended cutscore, and all panelists reported that the cutscore was *about right*.

Summary

The purposes of this standard setting study were to (a) recommend the minimum SLLA score judged necessary to award an Administrative Services Credential and (b) confirm the importance of the SLLA content specifications for entry-level school leaders in Virginia. A panel of 15 principals, assistant principals and college faculty was assembled to make the cutscore recommendation and to review the SLLA content specifications. Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice section) and an Extended Angoff approach (for the constructed-response section). Section-level minimum scores were constructed and a weighted sum was computed. The average across panelists was 67.24; because this value is greater than 67, the next highest whole number, or 68, is considered the functional recommended cutscore. This value of 68 represents approximately 60% of the total available 114 raw points that could be earned on the SLLA. The scaled score associated with 68 raw points is 154. The panel confirmed that the knowledge and/or skills stated or implied in the SLLA content specifications were important for entry-level school leaders in Virginia. The results of the evaluation surveys (initial and final) support the quality of the standard-setting implementation.

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Table 1. Committee Member Demographics

	N	Percent
Group you are representing		
Principal	8	53%
Assistant Principal	2	13%
College Faculty	5	33%
Other	0	0%
Race		
African American or Black	5	33%
Alaskan Native or American Indian	1	7%
Asian or Asian American	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	9	60%
Hispanic	0	0%
Gender		
Female	6	40%
Male	9	60%
Are you certified as a school leader in Virginia?		
No	0	0%
Yes	15	100%
Are you currently a school leader in Virginia?		
No	4	27%
Yes	11	73%
Are you currently mentoring another school leader?		
No	6	40%
Yes	9	60%
How many years of experience do you have as a school leader in Virginia?		
3 years or less	0	0%
4 - 7 years	8	53%
8 - 11 years	4	27%
12 - 15 years	0	0%
16 years or more	3	20%
For which education level are you currently a school leader?		
Pre K - Kindergarten	0	0%
K - Grade 5	2	13%
Grades 6 - 8	3	20%
Grades 9 - 12	4	27%
Grades K-12	1	7%
Higher Education	5	33%
School Setting		
Urban	6	40%
Suburban	7	47%
Rural	2	13%

Table 2. Section I (Multiple-Choice Questions): Summary of Each Round of Judgments

Panelist	Round 1 Cutscore	Round 2 Cutscore	Round 3 Cutscore
1	55.75	55.75	55.75
2	53.45	52.25	52.25
3	40.40	40.40	40.70
4	51.20	49.45	49.55
5	54.60	52.70	52.30
6	45.55	45.05	44.85
7	56.55	55.30	55.10
8	52.00	50.90	50.50
9	48.75	47.25	46.75
10	36.50	39.10	39.30
11	34.40	35.00	37.90
12	48.30	47.50	47.20
12	51.40	51.80	52.70
14	47.80	45.30	45.20
15	38.95	35.45	35.85
Average	**47.71**	**46.88**	**47.06**
SD	**7.10**	**6.76**	**6.34**
SEJ	**1.83**	**1.75**	**1.64**
Highest	**56.55**	**55.75**	**55.75**
Lowest	**34.40**	**35.00**	**35.85**

Table 3. Section II (Constructed-Response Questions): Summary of Each Round of Judgments

	Round 1		Round 2		Round 3	
Member	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**
1	32.00	**26.11**	32.00	**26.11**	32.00	**26.11**
2	28.00	**22.85**	23.00	**18.77**	23.00	**18.77**
3	19.00	**15.50**	19.00	**15.50**	19.00	**15.50**
4	24.00	**19.58**	24.00	**19.58**	24.00	**19.58**
5	26.00	**21.22**	26.00	**21.22**	26.00	**21.22**
6	24.00	**19.58**	23.00	**18.77**	23.00	**18.77**
7	30.00	**24.48**	28.00	**22.85**	28.00	**22.85**
8	33.00	**26.93**	29.00	**23.66**	28.00	**22.85**
9	23.00	**18.77**	24.00	**19.58**	24.00	**19.58**
10	26.00	**21.22**	26.00	**21.22**	26.00	**21.22**
11	30.00	**24.48**	30.00	**24.48**	30.00	**24.48**
12	14.00	**11.42**	19.00	**15.50**	19.00	**15.50**
13	25.00	**20.40**	26.00	**21.22**	26.00	**21.22**
14	27.00	**22.03**	25.00	**20.40**	25.00	**20.40**
15	19.00	**15.50**	18.00	**14.69**	18.00	**14.69**
Average	25.33	**20.67**	24.80	**20.24**	24.73	**20.18**
SD	5.18	**4.23**	4.07	**3.32**	4.01	**3.27**
SEJ	1.34	**1.09**	1.05	**0.86**	1.03	**0.84**
Highest	33.00	**26.93**	32.00	**26.11**	32.00	**26.11**
Lowest	14.00	**11.42**	18.00	**14.69**	18.00	**14.69**

Note: The maximum raw score for Section II is 42 points, with a maximum weighted score of 34.27.

Table 4. Recommended SLLA Cutscores: Summary of Each Round of Judgments

Panelist	Round 1 Overall Cutscore	Round 2 Overall Cutscore	Round 3 Overall Cutscore
1	81.86	81.86	**81.86**
2	76.30	71.02	**71.02**
3	55.90	55.90	**56.20**
4	70.78	69.03	**69.13**
5	75.82	73.92	**73.52**
6	65.13	63.82	**63.62**
7	81.03	78.15	**77.95**
8	78.93	74.56	**73.35**
9	67.52	66.83	**66.33**
10	57.72	60.32	**60.52**
11	58.88	59.48	**62.38**
12	59.72	63.00	**62.70**
12	71.80	73.02	**73.92**
14	69.83	65.70	**65.60**
15	54.45	50.14	**50.54**
Average	68.38	67.12	**67.24**
SD	9.37	8.63	**8.34**
SEJ	2.42	2.23	**2.15**
Highest	81.86	81.86	**81.86**
Lowest	54.45	50.14	**50.54**

Table 5. Cutscores within 1 and 2 SEMs of the Recommended Cutscore

Recommended Cutscore (SEM)		Scale Score Equivalent
68 (5.12)		**154**
- 2 SEMs	**58**	**143**
-1 SEM	**63**	**149**
+1 SEM	**74**	**161**
+ 2 SEMs	**79**	**167**

Note: Consistent with the recommended cutscore, the cutscores at the different SEMs have been rounded to the next highest whole number.

Table 6. SLLA Specification Judgments

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
I. Vision and Goals (20%)	**12**	**80%**	**2**	**13%**	**1**	**7%**	**0**	**0%**
A. Vision and goals for teaching and learning	12	80%	2	13%	1	7%	0	0%
B. Shared commitments to implement the vision and goals	9	60%	5	33%	1	7%	0	0%
C. Continuous improvement toward the vision and goals	11	73%	3	20%	1	7%	0	0%
II. Teaching and Learning (30%)	**15**	**100%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
A. Building a professional culture	13	87%	2	13%	0	0%	0	0%
B. Rigorous curriculum and instruction	13	87%	2	13%	0	0%	0	0%
C. Assessment and accountability	13	87%	2	13%	0	0%	0	0%
III. Managing Organizational Systems and Safety (10%)	**8**	**53%**	**6**	**40%**	**1**	**7%**	**0**	**0%**
A. Managing Operational Systems	4	27%	11	73%	0	0%	0	0%
B. Aligning and obtaining fiscal and human resources	6	40%	8	53%	1	7%	0	0%
C. Protecting the welfare and safety of students and staff	14	93%	1	7%	0	0%	0	0%
IV. Collaborating with Key Stakeholders (15%)	**8**	**53%**	**7**	**47%**	**0**	**0%**	**0**	**0%**
A. Collaborate with families and other community members	9	60%	6	40%	0	0%	0	0%
B. Community interests and needs	7	47%	8	53%	0	0%	0	0%
C. Maximizing community resources	3	20%	9	60%	3	20%	0	0%
V. Ethics and Integrity (15%)	**14**	**93%**	**1**	**7%**	**0**	**0%**	**0**	**0%**
A. Ethical and legal behavior	14	93%	1	7%	0	0%	0	0%
B. Personal values and beliefs	13	87%	1	7%	1	7%	0	0%
C. High standards for self and others	14	93%	1	7%	0	0%	0	0%
VI. The Education System (10%)	**6**	**40%**	**8**	**53%**	**1**	**7%**	**0**	**0%**
A. Professional influence	4	27%	8	53%	3	20%	0	0%
B. Managing local decisions within the larger educational policy environment	4	27%	9	60%	2	13%	0	0%

Table 7. Final Evaluation

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	12	80%	3	20%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	14	93%	1	7%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	13	87%	2	13%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	13	87%	2	13%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	12	80%	3	20%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	12	80%	3	20%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	10	67%	5	33%	0	0%
The between-round discussions	8	53%	6	40%	1	7%
The cut scores of other panel members	2	13%	12	80%	1	7%
My own professional experience	12	80%	3	20%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	11	73%	4	27%	0	0%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score for the SLLA test is:	0	0%	15	100%	0	0%

Appendix A

List of Panelists

Daryl Chesley	James Monroe High School
Karen S. Crum	Old Dominion University
Vincent M. Darby Sr.	Norfolk Public Schools
Vicki P. Duling	Franklin Sherman Elementary School, Fairfax County Public Schools
Beverly D. Epps	University of Mary Washington
William F. Floro	Radford University
Anthony Francis	Jefferson Forest High School
Glenn L. Koonce	Regent University
Janice Koslowski	Loudoun County Public Schools
Mark Miear	Lynchburg City Schools
Earl F. Newby	Virginia State University
A. Katrise Perera	Henrico County Public Schools
Joey H. Phillips	Virginia Beach City Public Schools
Tiffany Demarest Sanzo	Kecoughtan High School, Hampton City Schools
Lawrence P. Whiting	Brunswick County Public Schools

Appendix B

Agenda

March 24, 2009

8:00 – 8:15 AM	Welcome and Introductions
8:15 – 8:45	Overview of Standard Setting and Workshop Events
	Sign nondisclosure and complete biographical information form
8:45 – 10:45	Review of the SLLA
	Break as needed
10:45 – 11:05	Discuss SLLA
	What is being measured?
	What does an entering school (education) leader need to know and do?
11:05 – 12:15 PM	Define Knowledge/Skills of Just Qualified Candidate
12:15 – 1:00	Lunch
1:00 – 1:45	Standard Setting Training for Multiple-choice items
	Practice judgments -- first 3 items
	Complete training evaluation form
1:45 – 3:15	Round 1 Standard Setting Judgments for Multiple-choice Items
	Break as needed
3:15 – 3:45	Standard Setting Training for Constructed-response items
	Practice judgments – first item
	Complete training evaluation form
3:45 – 4:45	Round 1 Standard Setting Judgments for Constructed-response items
4:45 – 5:00	Collect Materials; End of Day 1

Agenda

March 25, 2009

8:00 – 8:15 AM	Questions From Day 1? Overview of Day 2
8:15 – 10:15	Round 1 Feedback and Discussion
10:15 – 10:45	Round 2 Standard Setting Judgments MC and CR Items
10:45 – 11:00	Data Entry; Break
11:00 – 12:00 PM	Round 2 Feedback and Discussion
12:00 – 12:45	Lunch
12:45 – 1:00	Round 3 Standard Setting Judgments MC and CR Items
1:00 – 1:30	Specification Judgment Training
	Practice judgments – first specification: *Vision and Goals*
1:30 – 2:00	Complete Specification Judgments
2:00 – 2:15	Feedback on Round 3 Recommended Cut Score
2:15 – 2:30	Complete Final Evaluation
2:30 – 2:45	Collect Materials; End of Study

Appendix C

Definition of a Just Qualified Candidate

- Acts with integrity, fairness, and in an ethical manner.
- Analyzes and synthesizes data for instructional purposes and school processes to make decisions.
- Has the ability to evaluate and support instructional methods.
- Has basic knowledge of fiscal management.
- Has basic knowledge of human resource management.
- Has the ability to lead a diverse student population – meet the needs of all students.
- Knows how to evaluate programs for success.
- Knows how to communicate and collaborate effectively with all stakeholders.
- Knows how to deal with conflict.
- Knows how to use technology for instructional improvement.
- Understands that the school vision is a process.
- Knows how to create and maintain a safe school environment.
- Understands applicable local, state, and federal laws and guidelines as they affect student learning

APPENDIX B

Multi-State Standard Setting Report
School Leaders Licensure Assessment (SLLA)

April 21-22, 2009
Baltimore, Maryland

May 12-13, 2009
St. Louis, Missouri

Listening. Learning. Leading.

Multi-State Standard Setting Report

School Leaders Licensure Assessment (SLLA)

April 21 - 22, 2009

Baltimore, Maryland

May 12 - 13, 2009

St. Louis, Missouri

Conducted by

Educational Testing Service

Princeton, New Jersey

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Introduction

Research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies for the revised School Leaders Licensure Assessment (SLLA). The primary purpose of the studies was to provide state departments of education with recommendations regarding a passing score or cutscore. Each study also collected content-related validity evidence of the importance of the SLLA content specifications for entry-level school (education) leaders. Two non-overlapping panels totaling 46 practicing school leaders and college faculty who prepare school leaders participated. The participants represented 17 states (see Table 1) that currently use the SLLA or plan to use the assessment; participants were selected by their respective state departments of education.

Table 1. Participating States (and number of panelists)

• Arkansas (2)	• Mississippi (4)
• California (2)	• Missouri (4)
• Connecticut (4)	• New Jersey (4)
• Indiana (1)	• North Carolina (2)
• Kansas (1)	• Tennessee (2)
• Kentucky (3)	• Utah (3)
• Louisiana (4)	• Washington, DC (2)
• Maine (2)	• Wyoming (2)
• Maryland (4)	

NOTE: Indiana and Kansas were represented on Panel 1 and North Carolina was represented on Panel 2. All other listed states were represented on both panels.

The use of two multi-state panels (a) enabled each state to be represented in the passing score recommendation and (b) provided an opportunity to replicate the standard setting process, which reinforces the quality of the passing score recommendation. The training provided to panelists and study materials were consistent across the two panels with the exception of defining the "just qualified candidate (JQC)." The JQC is the borderline test taker, or the candidate with the minimum level of knowledge and/or skills believed necessary to pass the assessment. This is the operational definition of the passing score. The standard setting process is designed to identify the assessment score that aligns with this definition. To assure that both panels were using the same frame of reference when making their standard setting judgments, the JQC defined by the first panel served as the definition for the second panel. The second panel completed a thorough review of the definition to allow panelists to discuss and internalize the definition. The processes for developing the definition (with Panel 1) and reviewing/internalizing the definition (with Panel 2) are described later and the Just Qualified Candidate definition is presented in Appendix A.

The panels were convened on April 21-22, 2009 in Baltimore, Maryland and on May 12-13, 2009 in St. Louis, Missouri. The results for each panel and results combined across panels are summarized in the following report. This report will be provided to each of the represented state departments of education. In each state, the department of education, the state board of education or a designated educator licensure board is responsible for establishing the final SLLA passing score in accord with applicable state regulations.

The first national administration of the revised School Leaders Licensure Assessment will be in September 2009. The current version of the SLLA will be phased out, with the last national administration in June 2009.

School Leaders Licensure Assessment

The School Leaders Licensure Assessment *Test at a Glance* (ETS, in press) describes the purpose and structure of the SLLA. In brief, the assessment measures whether entry-level school (education) leaders have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of expert practitioners and preparation faculty defined the content of the SLLA and a national survey of the field confirmed the content. The content is aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders.

The four-hour SLLA is divided into two separately timed sections:

- **Section I** (2 hours 20 minutes) – 100 scenario-based multiple-choice questions (80 operational and 20 pre-test).
- **Section II** (1 hour 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that a school leader might encounter.

Candidate scores on the two sections are weighted such that Section I contributes 70% of the overall SLLA score and Section II contributes 30%. The total number of raw points that may be earned on the SLLA is 114 (80 points from the multiple-choice section and approximately 34 points from the constructed-response section). The reporting scale for the SLLA ranges from 100 to 200 scaled-score points.

Expert Panels

Panel 1 included 23 school leaders and college faculty who prepare school leaders representing 16 states. The various state departments of education recruited panelists to represent a range of professional perspectives. In brief, ten panelists were principals, two were assistant principals, and eight were college faculty. Fourteen panelists were White, seven were African American, one was Hispanic

and one was Asian American. Eleven panelists were female. Twenty-one panelists reported being certified school leaders in their states. Nine panelists had between 4 and 11 years of experience as a school leader.

Panel 2 also included 23 school leaders and college faculty who prepare school leaders representing 15 states. As with Panel 1, the various state departments of education recruited panelists to represent a range of professional perspectives. Twelve panelists were principals, four were assistant principals, and five were college faculty. Eleven panelists were White, eight were African American, two were Hispanic and one each was Asian American and Alaskan Native/American Indian. Thirteen panelists were female. Twenty-one panelists reported being certified school leaders in their states. Fourteen panelists had between 4 and 11 years of experience as a school leader

Table 1 presents the demographic characteristics of the two panels. Lists of panel members and their affiliations are presented in Appendix B.

Process and Method

The training provided to panelists and study materials were consistent across panels. Any differences between panels (e.g., defining the Just Qualified Candidate) are highlighted.

Prior to each study, the panelists were sent an e-mail explaining the purpose of the standard setting study and the planned agenda (Appendix C), and requesting that they review the test content specifications for the SLLA (included in the SLLA *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

Each standard setting study began with a welcome and introduction by Drs. Richard Tannenbaum and Clyde Reese, ETS researchers in the Center for Validity Research. Dr. Tannenbaum, lead facilitator for the study, then explained how the SLLA was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the SLLA

The first activity was for the panelists to “take the test.” (Each panelist had signed a nondisclosure form.) The panelists were given approximately two hours to respond to the multiple-choice questions and to sketch responses to the constructed-response questions. The panelists had access to the answer key for the multiple-choice questions and access to both the general and question-specific rubrics for the constructed-response questions. The purpose of “taking the test” was for the panelists to become familiar with the test format, content and its difficulty.

The panelists then engaged in a discussion of the major content areas being addressed by the SLLA. They were also asked to remark on any questions that they thought would be particularly challenging for entering school leaders, and questions that addressed content that would be particularly important for entering school leaders.

Defining the JQC

Following the review of the SLLA, panelists defined the knowledge and/or skills expected of a Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of knowledge and/or skills believed necessary to be a qualified school leader. The JQC definition is the operational definition of the passing score (cutscore). The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

In Panel 1, the panelists were split into four groups and each group was asked to write down its definition of a JQC. Each group referred to the Interstate School Leaders Licensure Consortium (ISLLC) 2008 standards, the SLLA *Test at a Glance*, and an example JQC description for the SLLA (developed by one state) to guide their definition. Each group posted its definition on chart paper and a full-panel discussion occurred to reach consensus on a final definition.

In Panel 2, the panelists began with the definition of the JQC developed by the first panel. Given that the SLLA multi-state standard setting was designed to replicate processes and procedures across the two panels, it was important that both panels use the same JQC definition to frame their judgments[1]. For Panel 2, the panelists reviewed the (Panel 1) JQC definition and any ambiguities were discussed and clarified. The panelists then were split into four groups and each group developed three to four examples of behaviors or decisions they would expect of a JQC based on the definition. The examples were shared across groups and discussed. The purpose of the exercises was to have the panelists internalize the definition.

Minor edits were made to the existing JQC definition based on the discussions. For example, Knowledge Statement 9 from Panel 1 was "[the JQC] models principles of self-awareness, reflective practice, transparency, and loyalty to the shared vision." Panel 2 deleted the phrase "loyalty to the shared vision," believing that the notion of loyalty to the vision was subsumed by other statements and detracted from the other aspects of the knowledge statement. Panel 2 also modified Knowledge Statement 13 from the original, "[the JQC] knows and uses the basic tenets of teaching and learning (including the use of

[1]Discussions regarding the "use of technology" occurred in Panel 1 during (a) the initial defining of the JQC and (b) Round 1 judgments. To reflect these discussions, language was added to the definition of the JQC that was carried forward to Panel 2. The parenthetical was added to the bullet "*Knows and uses the basic tenets of teaching and learning (including the use of technology to support teaching and learning).*"

technology to support teaching and learning)," to "knows and applies the basic tenets of teaching and learning (including the use of technology to support teaching and learning) as it impacts student achievement." These changes helped to clarify the JQC definition for Panel 2, but did not alter the overall level of knowledge expected of the JQC. The JQC definition, with Panel 2 revisions highlighted, is presented in Appendix A.

Panelists' Judgments

The standard-setting process for the SLLA was conducted for the overall assessment, though one standard-setting approach was implemented for Section I (multiple-choice questions) and another approach was implemented for Section II (constructed-response questions). Each panel's passing score for the SLLA is the weighted sum of the minimum scores recommended by the panelists for each section. These approaches are described next, followed by the results from each standard-setting panel. The average of the two passing score recommendations is also provided.

Standard Setting for Section I (Multiple-Choice Questions). A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for Section I (multiple-choice questions). In this approach, for each question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the assessment question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions were in the .70 to 1 range; and
- moderately difficult/easy questions were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to

reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first three multiple-choice questions.

The panelists engaged in three rounds of judgments. The Round 1 feedback provided to the panel included each panelist's (listed by ID number) recommended cutscore for the section and the panel's average recommended cutscore, highest and lowest cutscore, and standard deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1) and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2). This process was repeated for the Round 2 judgments to inform their final (Round 3) judgments.

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Standard Setting for Section II (Constructed-Response Questions). An Extended Angoff method (Cizek & Bunch, 2007; Hambleton & Plake, 1995) was used for Section II (constructed-response questions). In this approach, for each question, a panelist decides on the assigned score value that would most likely be earned by a JQC. The basic process that each panelist followed was first to review the definition of the JQC and then to review the question and the rubrics (general and specific) for that question. The general rubric for a question defines holistically the quality of the evidence that would merit a response earning a 3 (*thorough understanding*), 2 (*basic/general understanding*), 1 (*limited understanding*), or 0 (*little or no understanding*). Each question-specific rubric provides examples of evidence that would support earning a 3, 2, 1, or 0. During this review, each panelist independently considered the level of knowledge and/or skill required to respond to the question and the features of a response that would earn 3, 2, 1, or 0 points, as defined by the rubrics.

A test taker's response to a constructed-response question is independently scored by two raters, and the sum of the raters' scores is the assigned score[2]; possible scores, therefore, range from zero (both raters assigned a score of zero) to six (both raters assigned a score of three). Each panelist decided on the

[2] If the two raters' scores differ by more than one point (non-adjacent), the Chief Reader for that question assigns the score, which is then doubled.

score most likely to be earned by a JQC from the following possible values: 0, 1, 2, 3, 4, 5, 6. A score of 3, for example, would mean that a panelist thought that a JQC would most likely earn between a 1 and a 2 from the two raters. A score of 5 would mean that a JQC would most likely earn between a 2 and a 3 from the two raters. For each of the seven constructed-response questions, panelists recorded the score (0 through 6) that a JQC would most likely earn. The panelists practiced making their standard-setting judgments on the first constructed-response question.

The Section II (constructed-response questions) score is weighted to contribute 30% of the total test score; the Section I (multiple-choice question) score is weighted to contribute 70%. The facilitator explained the reason and process for weighting the contributions of the two sections to the panel. The feedback to the panelists, described next, included both their judgments before and after the weightings so they could more easily see the relationship between their explicit standard-setting judgments (pre-weighting) and the post-weighting values used to compute the recommended cutscore.

Consistent with the standard-setting process used for Section I, the panelists engaged in three rounds of judgments for Section II. After each round, the judgments of each panelist were summarized and displayed for the panel to see and discuss. Each panelist's recommended cutscore for Section II was presented as was the panel's average recommended cutscore, highest and lowest cutscore, and standard deviation. The panelists' judgments also were displayed for each question. The panelists participated in a general discussion of the results. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2). This process was repeated for the Round 2 judgments to inform their final (Round 3) judgments.

As with Section I, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of SLLA Content Specifications

Following the three-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the SLLA content specifications for the job of an entry-level school leader. These judgments addressed the perceived content-based validity of the SLLA. Judgments were made using a four-point Likert scale — *very important*, *important*, *slightly important*, and *not important*. The panel first judged the importance of the first content category— *Vision and Goals* — and its three sub-categories. As a group, the panel discussed their judgments and were allowed to revise their

judgments following the discussion. Each panel independently judged the remaining categories and sub-categories.

Results

Initial Evaluation Forms

The panelists completed two initial evaluation forms, once after they were trained in how to make their standard-setting judgments for Section I (multiple-choice questions), and once after they were trained to make their judgments for Section II (constructed-response questions). The primary information collected from these forms was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. On each panel, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

Tables 2 through 4 present a summary of each round of standard-setting judgments for Section I (multiple-choice questions), Section II (constructed-response questions) and the overall assessment, respectively. Tables 2A, 3A, and 4A summarize results for Panel 1 and Tables 2B, 3B, and 4B summarize results for Panel 2. The numbers in each table reflect the recommended cutscores—the number of raw points needed to "pass" the section or assessment—of each panelist for each of the three rounds. Note that the SLLA reports a single, overall score and that each panel recommends a single cutscore for the weighted composite of Sections I and II. The separate "cutscores" for the two sections are intermediate steps in calculating the overall cutscore. For Section II, both the direct standard-setting judgments ("Raw Score") and the weighted judgments ("Wt. Cutscore") are presented. Each panel's average recommended cutscore and highest and lowest cutscores are reported, as are the standard deviations (SD) of panelists' cutscores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to reach the same cutscore. A comparable panel's cutscore would be within 1 SEJ of the current average cutscore 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 and Round 3 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for the SLLA in both panels.

The Round 3 average score for each section is summed to arrive at each panel's SLLA recommended cutscore (passing score). Although the passing score is based on the two sections, there is only an overall passing score requirement for the assessment. There are no required minimum section scores that must be obtained in order to pass the SLLA. The total assessment cutscore is compensatory, in that as long as the total SLLA cutscore is met or exceeded, the candidate has passed.

The panels' cutscore recommendation for the SLLA is 74.41 for Panel 1 and 76.16 for Panel 2 (see Tables 4A and 4B). The values were rounded to the next highest whole number to determine the functional recommended cutscores — 75 for Panel 1 and 77 for Panel 2. The values of 75 and 77 represent approximately 66% and 68%, respectively, of the total available 114 raw points that could be earned on the SLLA. The scaled scores associated with 75 and 77 raw points are 162 and 164, respectively.[3]

Tables 5A and 5B present the standard errors of measurement (SEM) around the recommended cutscores from each respective panel. A standard error represents the uncertainty associated with an assessment score. The scaled scores associated with 1 and 2 SEMs are provided. The standard errors provided are an estimate, given that the SLLA has not yet been administered. The SEM may be used to construct confidence intervals around a recommended cutscore. The confidence intervals around the Panel 1 and Panel 2 cutscore recommendations overlap, which means that the recommendations are not significantly different from one another. The two panels converged in their passing score recommendations, supporting that the standard setting outcome was successfully replicated.

Given the similarity of the passing score recommendations for the two panels, it is reasonable for state departments of education to consider the average of the two recommendations when making their operational passing score decision. The average of the two panel's recommendations is 75.29. The value was rounded to 76 (next highest raw score) to determine the functional recommended cutscore. The value of 76 represent approximately 67% of the total available 114 raw points that could be earned on the SLLA. The scaled score associated with 76 raw points is 163[4]. The estimated standard error associated with 76 raw points is 5.02. Raw score values (rounded to the next highest whole number) and [scaled score values] within 2 SEMs range from 66 [152] to 87 [176].

[3] For reference purposes, if the recommended raw cutscore were 74 or 76 points, the scaled score would be 161 or 163, respectively.
[4] For reference purposes, if the recommended raw cutscore was 75 points, the scaled score would be 162.

Summary of Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the SLLA content specifications were important for entry-level school leaders. Panelists rated the six content categories and their accompanying sub-categories, on a four-point scale ranging from *very important* to *not important*. The panelists' ratings are summarized in Tables 6A (Panel 1) and 6B (Panel 2). For both panels, all panelists judged three of the six categories (Vision and Goals; Teaching and Learning; and Ethics and Integrity) to be either *very important* or *important* for entry-level school leaders; all but one panelist on one or both panels judged Managing Organization Systems and Safety; Collaborating with Key Stakeholders; and The Education System to be *very important* or *important*. For both panels, the categories Teaching and Learning, and Ethics and Integrity received the highest percentage of *very important* ratings. The majority of panelists on each panel (87% or greater; 20 of 23) also confirmed the importance of each of the sub-categories. The results across both panels support the content-based validity of the SLLA test content specifications.

Summary of Final Evaluations

The panelists on each panel completed an evaluation form at the conclusion of their standard setting study. The evaluation form asked the members to provide feedback about the quality of the standard-setting implementation, the factors that influenced their decisions, and their comfort with (acceptance of) the SLLA recommended cutscore. Tables 7A (Panel 1) and 7B (Panel 2) present the results of the final evaluations.

All panelists on each panel confirmed that they understood the purpose of the study; that the facilitators' instructions and explanations were clear; and that they were prepared to make their standard setting judgments. All but one panelists (on Panel 2) indicated that the standard-setting process was easy to follow. The panelists reported that their own professional experience and the definition of the JQC most influenced their standard-setting judgments.

There were some minor differences between the two panels when asked to respond to their level of comfort with their panel's recommended passing score and with their judgments regarding whether the recommended passing score was *too low*, *about right*¸ or *too high*. Nine panelists from Panel 1 reported being *very comfortable* with their panel's recommended passing score, and nine reported being *somewhat comfortable*. Thirteen panelists thought that the recommended passing score was *about right*, and nine thought it was *too low*. Fifteen panelists from Panel 2 reported being *very comfortable* with their panel's recommended passing score. Twenty panelists thought that the recommended passing score was *about right*, and three thought it was *too high*. These results suggest that taking the average of the two

recommended cutscores has perceived merit, as the average value of 76 is slightly higher than the recommended value from Panel 1 (75) and slightly lower than the recommended value of Panel 2 (77).

Summary

Two multi-state standard setting studies were conducted to recommend a passing score (cutscore) on the revised SLLA. Each study also collected content-related validity evidence of the importance of the SLLA content specifications for entry-level school (education) leaders. A total of 46 experts (e.g., school leaders and college faculty who prepare school leaders) representing 17 states participated.

Standard setting was conducted using a probability-based Angoff approach (for the multiple-choice section) and an Extended Angoff approach (for the constructed-response section). Section-level minimum scores were constructed and a weighted sum was computed. The cutscore recommendations for the SLLA were 74.41 for Panel 1 and 76.16 for Panel 2. The values were rounded to the next highest whole number to determine the functional recommended cutscores — 75 for Panel 1 and 77 for Panel 2. The values of 75 and 77 represent approximately 66% and 68%, respectively, of the total available 114 raw points that could be earned on the SLLA. The scaled scores associated with 75 and 77 raw points are 162 and 164, respectively.

Given the similarity of the passing score recommendations for the two panels, it is reasonable for state departments of education to consider the average of the two recommendations—75.29 or 76 rounded to the next highest whole number—when making their operational passing score decision. The scaled score associated with 76 is 163.

Both panels confirmed that the knowledge and/or skills stated or implied in the SLLA content specifications were important for entry-level school leaders. The results of the evaluation surveys (initial and final) from each panels support the quality of the standard-setting implementations.

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Table 1. Committee Member Demographics

	Panel 1		Panel 2	
	N	Percent	N	Percent
Group you are representing				
Principal	10	43%	12	52%
Assistant Principal	2	9%	4	17%
College Faculty	8	35%	5	22%
Other	3	13%	2	9%
Race				
African American or Black	7	30%	8	35%
Alaskan Native or American Indian	0	0%	1	4%
Asian or Asian American	1	4%	1	4%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%
White	14	61%	11	48%
Hispanic	1	4%	2	9%
Gender				
Female	11	48%	13	57%
Male	12	52%	10	43%
Are you certified as a school leader in your state?				
No	2	9%	2	9%
Yes	21	91%	21	91%
Are you currently a school leader in your state?				
No	6	26%	7	30%
Yes	17	74%	16	70%
Are you currently mentoring another school leader?				
No	10	43%	12	52%
Yes	13	57%	11	48%
How many years of experience do you have as a school leader in your state?				
3 years or less	2	9%	1	4%
4 - 7 years	4	17%	4	17%
8 - 11 years	5	22%	10	43%
12 - 15 years	3	13%	2	9%
16 years or more	9	39%	6	26%

Table 1. Committee Member Demographics

	Panel 1		Panel 2	
	N	Percent	N	Percent
For which education level are you currently a school leader?				
Elementary *(covering a combination of grades Pre-K to 6)*	5	22%	7	30%
Middle School *(covering a combination of grades 5 to 8)*	2	9%	2	9%
High School *(covering a combination of grades 9 to 12)*	5	22%	6	26%
Elementary & Middle School Combined	1	4%	1	4%
All Grades	1	4%	1	4%
Central Office	2	9%	2	9%
Higher Education	7	30%	4	17%
School Setting				
Urban	5	22%	10	43%
Suburban	8	35%	5	22%
Rural	10	43%	8	35%

Table 2A. Section I: Summary of Each Round of Judgments — Panel 1

Panelist	Round 1 Cutscore	Round 2 Cutscore	Round 3 Cutscore
1	55.05	54.55	54.25
2	60.95	58.25	57.50
3	46.80	48.45	51.35
4	46.70	47.30	47.70
5	52.90	51.10	50.90
6	46.95	51.95	52.25
7	52.90	53.00	53.30
8	50.40	50.10	50.40
9	53.50	51.15	51.15
10	36.90	36.90	36.90
11	53.50	53.45	54.65
12	57.30	58.75	59.25
13	45.10	45.10	45.70
14	52.50	55.00	55.55
15	45.90	45.55	44.95
16	47.90	48.10	48.90
17	45.40	45.30	45.50
18	48.40	47.80	48.30
19	54.90	54.60	55.30
20	40.50	41.25	42.45
21	55.30	55.35	54.55
22	49.85	49.55	48.50
23	48.50	45.80	45.80
Average	**49.92**	**49.93**	**50.22**
SD	**5.49**	**5.30**	**5.23**
SEJ	**1.14**	**1.10**	**1.09**
Highest	**60.95**	**58.75**	**59.25**
Lowest	**36.90**	**36.90**	**36.90**

Table 2B. Section I: Summary of Each Round of Judgments — Panel 2

Panelist	Round 1 Cutscore	Round 2 Cutscore	Round 3 Cutscore
1	67.90	66.05	64.70
2	62.90	60.65	60.75
3	52.90	53.20	53.00
4	37.70	40.00	40.20
5	49.75	50.55	50.75
6	42.50	43.10	43.20
7	58.95	58.15	58.45
8	53.50	51.95	51.95
9	48.20	46.55	45.75
10	55.05	54.85	54.65
11	51.20	49.60	48.70
12	68.75	68.00	68.60
13	43.25	44.30	45.80
14	51.95	52.75	53.35
15	43.70	45.50	46.05
16	54.70	52.35	52.25
17	55.10	55.40	55.70
18	45.35	47.25	47.95
19	62.70	63.35	63.55
20	43.25	44.75	45.75
21	59.60	60.50	60.95
22	45.60	47.10	48.00
23	59.30	58.60	58.60
Average	**52.77**	**52.80**	**52.98**
SD	**8.43**	**7.62**	**7.47**
SEJ	**1.76**	**1.59**	**1.56**
Highest	**68.75**	**68.00**	**68.60**
Lowest	**37.70**	**40.00**	**40.20**

Table 3A. Section II: Summary of Each Round of Judgments — Panel 1

	Round 1		Round 2		Round 3	
Member	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**
1	30.00	24.57	30.00	24.57	30.00	**24.57**
2	30.00	24.57	30.00	24.57	30.00	**24.57**
3	33.00	26.86	31.00	25.14	31.00	**25.14**
4	27.00	21.90	28.00	22.86	29.00	**23.62**
5	30.00	24.57	30.00	24.57	30.00	**24.57**
6	31.00	24.95	32.00	25.90	32.00	**25.90**
7	30.00	24.38	31.00	25.33	31.00	**25.33**
8	35.00	28.38	32.00	26.10	32.00	**26.10**
9	29.00	23.81	29.00	23.81	29.00	**23.81**
10	28.00	23.24	30.00	24.76	30.00	**24.76**
11	27.00	21.90	28.00	22.86	28.00	**22.86**
12	26.00	21.14	29.00	24.00	29.00	**24.00**
13	22.00	17.71	23.00	18.67	24.00	**19.43**
14	32.00	26.48	37.00	30.48	37.00	**30.48**
15	28.00	22.67	28.00	22.67	28.00	**22.67**
16	27.00	22.10	27.00	22.10	27.00	**22.10**
17	25.00	20.38	27.00	22.29	27.00	**22.29**
18	30.00	24.57	30.00	24.57	30.00	**24.57**
19	30.00	24.57	30.00	24.57	30.00	**24.57**
20	31.00	25.14	33.00	27.05	33.00	**27.05**
21	32.00	26.10	31.00	25.33	31.00	**25.33**
22	26.00	21.33	26.00	21.33	26.00	**21.33**
23	26.00	21.33	26.00	21.33	26.00	**21.33**
Average	28.91	**23.59**	29.48	**24.12**	29.57	**24.19**
SD	2.94	**2.41**	2.83	**2.33**	2.71	**2.24**
SEJ	0.61	**0.50**	0.59	**0.49**	0.57	**0.47**
Highest	35.00	**28.38**	37.00	**30.48**	37.00	**30.48**
Lowest	22.00	**17.71**	23.00	**18.67**	24.00	**19.43**

Note: The maximum raw score for Section II is 42 points, with a maximum weighted score of 34.27.

Table 3B. Section II: Summary of Each Round of Judgments — Panel 2

	Round 1		Round 2		Round 3	
Member	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**	**Raw Score**	**Wt. Cutscore**
1	31.00	25.14	29.00	23.62	29.00	**23.62**
2	34.00	27.81	32.00	25.90	32.00	**25.90**
3	30.00	24.38	29.00	23.62	29.00	**23.62**
4	20.00	16.19	24.00	19.43	25.00	**20.19**
5	25.00	20.76	25.00	20.76	26.00	**21.52**
6	30.00	24.38	29.00	23.62	29.00	**23.62**
7	29.00	23.43	30.00	24.38	30.00	**24.38**
8	32.00	25.90	32.00	26.29	32.00	**26.29**
9	31.00	25.14	27.00	21.90	28.00	**23.05**
10	31.00	25.14	30.00	24.38	30.00	**24.38**
11	27.00	22.29	28.00	23.05	28.00	**23.05**
12	31.00	25.52	31.00	25.52	31.00	**25.52**
13	31.00	25.33	31.00	25.33	31.00	**25.33**
14	29.00	23.62	30.00	24.38	30.00	**24.38**
15	26.00	21.52	22.00	18.48	22.00	**18.48**
16	29.00	23.81	21.00	17.33	26.00	**21.52**
17	29.00	23.81	30.00	24.57	30.00	**24.57**
18	27.00	22.29	29.00	23.81	30.00	**24.57**
19	18.00	14.48	26.00	21.14	26.00	**21.14**
20	23.00	19.05	26.00	21.33	26.00	**21.33**
21	23.00	18.48	23.00	18.48	24.00	**19.24**
22	23.00	19.05	26.00	21.33	27.00	**22.10**
23	31.00	25.33	31.00	25.33	31.00	**25.33**
Average	27.83	**22.73**	27.87	**22.78**	28.35	**23.18**
SD	4.11	**3.34**	3.21	**2.58**	2.67	**2.15**
SEJ	0.86	**0.70**	0.67	**0.54**	0.56	**0.45**
Highest	34.00	**27.81**	32.00	**26.29**	32.00	**26.29**
Lowest	18.00	**14.48**	21.00	**17.33**	22.00	**18.48**

Note: The maximum raw score for Section II is 42 points, with a maximum weighted score of 34.27.

Table 4A. Recommended SLLA Cutscores: Summary of Each Round of Judgments — Panel 1

Panelist	Round 1 Overall Cutscore	Round 2 Overall Cutscore	Round 3 Overall Cutscore
1	79.62	79.12	**78.82**
2	85.52	82.82	**82.07**
3	73.66	73.59	**76.49**
4	68.60	70.16	**71.32**
5	77.47	75.67	**75.47**
6	71.90	77.85	**78.15**
7	77.28	78.33	**78.63**
8	78.78	76.20	**76.50**
9	77.31	74.96	**74.96**
10	60.14	61.66	**61.66**
11	75.40	76.31	**77.51**
12	78.44	82.75	**83.25**
13	62.81	63.77	**65.13**
14	78.98	85.48	**86.03**
15	68.57	68.22	**67.62**
16	70.00	70.20	**71.00**
17	65.78	67.59	**67.79**
18	72.97	72.37	**72.87**
19	79.47	79.17	**79.87**
20	65.64	68.30	**69.50**
21	81.40	80.68	**79.88**
22	71.18	70.88	**69.83**
23	69.83	67.13	**67.13**
Average	73.51	74.05	**74.41**
SD	6.42	6.34	**6.26**
SEJ	1.34	1.32	**1.31**
Highest	85.52	85.48	**86.03**
Lowest	60.14	61.66	**61.66**

Table 4B. Recommended SLLA Cutscores: Summary of Each Round of Judgments — Panel 2

Panelist	Round 1 Overall Cutscore	Round 2 Overall Cutscore	Round 3 Overall Cutscore
1	93.04	89.67	**88.32**
2	90.71	86.55	**86.65**
3	77.28	76.82	**76.62**
4	53.89	59.43	**60.39**
5	70.51	71.31	**72.27**
6	66.88	66.72	**66.82**
7	82.38	82.53	**82.83**
8	79.40	78.24	**78.24**
9	73.34	68.45	**68.80**
10	80.19	79.23	**79.03**
11	73.49	72.65	**71.75**
12	94.27	93.52	**94.12**
13	68.58	69.63	**71.13**
14	75.57	77.13	**77.73**
15	65.22	63.98	**64.53**
16	78.51	69.68	**73.77**
17	78.91	79.97	**80.27**
18	67.64	71.06	**72.52**
19	77.18	84.49	**84.69**
20	62.30	66.08	**67.08**
21	78.08	78.98	**80.19**
22	64.65	68.43	**70.10**
23	84.63	83.93	**83.93**
Average	75.51	75.59	**76.16**
SD	9.94	8.73	**8.34**
SEJ	2.07	1.82	**1.74**
Highest	94.27	93.52	**94.12**
Lowest	53.89	59.43	**60.39**

Table 5A. Cutscores within 1 and 2 SEMs of the Recommended Cutscore — Panel 1

Recommended Cutscore (SEM)		Scale Score Equivalent
75 (5.05)		**162**
- 2 SEMs	**65**	**151**
-1 SEM	**70**	**156**
+1 SEM	**81**	**169**
+ 2 SEMs	**86**	**175**

Note: Consistent with the recommended cutscore, the cutscores at the different SEMs have been rounded to the next highest whole number.

Table 5B. Cutscores within 1 and 2 SEMs of the Recommended Cutscore — Panel 2

Recommended Cutscore (SEM)		Scale Score Equivalent
77 (4.98)		**164**
- 2 SEMs	**68**	**154**
-1 SEM	**73**	**160**
+1 SEM	**82**	**170**
+ 2 SEMs	**87**	**176**

Note: Consistent with the recommended cutscore, the cutscores at the different SEMs have been rounded to the next highest whole number.

Table 6A. SLLA Specification Judgments — Panel 1

	Very Important		Important		Slightly Important		Not Important	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**
I. Vision and Goals (20%)	**22**	**96%**	**1**	**4%**	**0**	**0%**	**0**	**0%**
A. Vision and goals for teaching and learning	21	91%	2	9%	0	0%	0	0%
B. Shared commitments to implement the vision and goals	18	78%	5	22%	0	0%	0	0%
C. Continuous improvement toward the vision and goals	17	74%	6	26%	0	0%	0	0%
II. Teaching and Learning (30%)	**23**	**100%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
A. Building a professional culture	20	87%	3	13%	0	0%	0	0%
B. Rigorous curriculum and instruction	19	83%	4	17%	0	0%	0	0%
C. Assessment and accountability	18	78%	5	22%	0	0%	0	0%
III. Managing Organizational Systems and Safety (10%)	**11**	**48%**	**11**	**48%**	**1**	**4%**	**0**	**0%**
A. Managing Operational Systems	6	26%	15	65%	2	9%	0	0%
B. Aligning and obtaining fiscal and human resources	11	48%	10	43%	2	9%	0	0%
C. Protecting the welfare and safety of students and staff	21	91%	2	9%	0	0%	0	0%
IV. Collaborating with Key Stakeholders (15%)	**15**	**65%**	**8**	**35%**	**0**	**0%**	**0**	**0%**
A. Collaborate with families and other community members	9	39%	14	61%	0	0%	0	0%
B. Community interests and needs	4	17%	17	74%	2	9%	0	0%
C. Maximizing community resources	4	17%	16	70%	3	13%	0	0%
V. Ethics and Integrity (15%)	**23**	**100%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
A. Ethical and legal behavior	23	100%	0	0%	0	0%	0	0%
B. Personal values and beliefs	19	83%	4	17%	0	0%	0	0%
C. High standards for self and others	21	91%	2	9%	0	0%	0	0%
VI. The Education System (10%)	**7**	**30%**	**15**	**65%**	**1**	**4%**	**0**	**0%**
A. Professional influence	5	22%	17	74%	1	4%	0	0%
B. Managing local decisions within the larger educational policy environment	5	22%	15	65%	3	13%	0	0%

Table 6B. SLLA Specification Judgments — Panel 2

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
I. Vision and Goals (20%)	**19**	**83%**	**4**	**17%**	**0**	**0%**	**0**	**0%**
A. Vision and goals for teaching and learning	18	78%	5	22%	0	0%	0	0%
B. Shared commitments to implement the vision and goals	16	70%	6	26%	1	4%	0	0%
C. Continuous improvement toward the vision and goals	17	74%	6	26%	0	0%	0	0%
II. Teaching and Learning (30%)	**23**	**100%**	**0**	**0%**	**0**	**0%**	**0**	**0%**
A. Building a professional culture	19	83%	4	17%	0	0%	0	0%
B. Rigorous curriculum and instruction	19	83%	4	17%	0	0%	0	0%
C. Assessment and accountability	17	74%	6	26%	0	0%	0	0%
III. Managing Organizational Systems and Safety (10%)	**16**	**70%**	**7**	**30%**	**0**	**0%**	**0**	**0%**
A. Managing Operational Systems	9	39%	13	57%	1	4%	0	0%
B. Aligning and obtaining fiscal and human resources	14	61%	9	39%	0	0%	0	0%
C. Protecting the welfare and safety of students and staff	23	100%	0	0%	0	0%	0	0%
IV. Collaborating with Key Stakeholders (15%)	**15**	**65%**	**7**	**30%**	**1**	**4%**	**0**	**0%**
A. Collaborate with families and other community members	16	70%	7	30%	0	0%	0	0%
B. Community interests and needs	5	22%	17	74%	1	4%	0	0%
C. Maximizing community resources	7	30%	14	61%	2	9%	0	0%
V. Ethics and Integrity (15%)	**22**	**96%**	**1**	**4%**	**0**	**0%**	**0**	**0%**
A. Ethical and legal behavior	23	100%	0	0%	0	0%	0	0%
B. Personal values and beliefs	17	74%	6	26%	0	0%	0	0%
C. High standards for self and others	21	91%	2	9%	0	0%	0	0%
VI. The Education System (10%)	**7**	**30%**	**15**	**65%**	**1**	**4%**	**0**	**0%**
A. Professional influence	8	35%	14	61%	1	4%	0	0%
B. Managing local decisions within the larger educational policy environment	5	22%	16	70%	1	4%	1	4%

Table 7A. Final Evaluation — Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	23	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	21	91%	2	9%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	20	87%	3	13%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	18	78%	5	22%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	19	83%	4	17%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	18	78%	5	22%	0	0%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	17	74%	6	26%	0	0%
The between-round discussions	14	61%	9	39%	0	0%
The cut scores of other panel members	9	39%	11	48%	3	13%
My own professional experience	19	83%	4	17%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	9	39%	9	39%	5	22%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score for the SLLA test is:	9	39%	13	57%	1	4%

Table 7B. Final Evaluation — Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understood the purpose of this study.	23	100%	0	0%	0	0%	0	0%
The instructions and explanations provided by the facilitator were clear.	17	74%	6	26%	0	0%	0	0%
The training in the standard setting methods was adequate to give me the information I needed to complete my assignment.	22	96%	1	4%	0	0%	0	0%
The explanation of how the recommended cut scores are computed was clear.	18	78%	5	22%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	19	83%	4	17%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	17	74%	5	22%	1	4%	0	0%

	Very Influential		Somewhat Influential		Not Influential	
How influential was each of the following factors in guiding your standard setting judgments?	N	%	N	%	N	%
The definition of the Just Qualified Candidate	20	87%	3	13%	0	0%
The between-round discussions	11	48%	12	52%	0	0%
The cut scores of other panel members	5	22%	14	61%	4	17%
My own professional experience	16	70%	7	30%	0	0%

	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	%	N	%	N	%	N	%
Overall, how comfortable are you with the panel's recommended cut score?	15	65%	8	35%	0	0%	0	0%

	Too Low		About Right		Too High	
Overall, the panel's recommended cut score for the SLLA test is:	0	0%	20	87%	3	13%

Appendix A
Definition of a Just Qualified Candidate

1. Knows and uses the basic tenets of problem solving and conflict resolution
2. Collects, analyzes, and synthesizes data for instructional purposes and school processes to make decisions
3. Collaboratively develops and implements a shared vision and mission
4. Supervises, monitors, and evaluates the impact of the instructional program
5. Manages resources in an effective, efficient, and leveraging manner (including financial , human, and physical resources)
6. Knows how to create and maintain a safe school environment
7. Builds and sustains positive relationships with all stakeholders through effective communication and collaboration
8. Able to lead a diverse student population and to meet the needs of all students
9. Models principles of self-awareness, reflective practice *and* transparency ~~and loyalty to a shared vision~~[5]
10. Advocates for children, families and caregivers
11. Understands applicable local, state, and federal laws and guidelines as they affect student learning
12. Acts with integrity, fairness and in and ethical manner toward all stakeholders
13. Knows and *applies* ~~uses~~ the basic tenets of teaching and learning (including the use of technology to support teaching and learning) *as it impacts student achievement*[5]

[5] Revisions to the JQC definition based on discussions during Panel 2 are indicated.

Appendix B
List of Panelists – Panel 1

David W. Adams	Hinds County School District-Utica Elementary/ Middle School (Missouri)
Martin Dickerson	W.O. Krumbiegel Middle School (New Jersey)
Willie S. Dickerson	Williamson County Board of Education (Tennessee)
Maureen Fitzpatrick	Sacred Heart University (Connecticut)
Ann R. Hardy	Vermilion Parish School District (Louisiana)
Patrick Hartnett	Leavitt Area High School (Maine)
Denise Harwood	Eldon R-I Schools (Missouri)
Hamlet M. Hernandez	Hamdew Public Schools (Connecticut)
Ruthanne A. Keller	Davis School District (Utah)
Robert Lyons	Murray State University (Kentucky)
Shirley Marie McCarther	University of Missouri-Kansas City
Suzanne S. McCotter	Montclair State University (New Jersey)
Marjorie E. Miles	Coppin State University (Maryland)
David Lee Parker	Baltimore County Public Schools (Maryland)
Tony Pellegrini	Southern Utah University
Shawn Pelote	D.C. Public Schools (Washington DC)
Perry L. Perkins	University of Kansas
Bridget Thomas	Lake Arthur High School (Louisiana)
David Treick	Cody High School (Wyoming)
Sheila Weathersby-Burbridge	Columbia School District-Columbia High School (Mississippi)
Debra L. Williams	Fayette County School Corporation (Indiana)
R. Kieth Williams	Harding University (Arkansas)
Wayne Yamagishi	Association of California School Administrators

List of Panelists – Panel 2

Matthew Boggan	Mississippi State University-Educational Leadership Department
Sheila K. Brown	Old Saybrook Public Schools (Connecticut)
Adrian Charley	D.C. Public Schools (Washington D.C.)
Augusta A. Clark	University of Louisiana-Monroe
Troy Clawson	South Callaway High School (Missouri)
Sharonica L. Hardin	St. Louis Public School District (Missouri)
Donnie Renée Johnson	The Schomburg Charter School (North Carolina)
James H. Kirk Jr.	Alcoa City Schools-Alcoa Middle School (Tennessee)
Sharon W. Lair	West Baton Rouge Parish School System (Louisiana)
Renata S. Lantos	Bielefield School-Middletown Public Schools (Connecticut)
William O. Lawson, Jr.	Hinds County School District (Mississippi)
Debbi P. Lindsey	Caverna Independent Schools (Kentucky)
Gary McGuire	Point Loma Nazarene University (California)
Mark C. Mitchell	Alta High School (Utah)
Robert A. Motley	Howard County Public Schools (Maryland)
Bobby I. Occena	Bertie Early College High School (North Carolina)
Tom Pyron	Fulton County Area Technology Center (Kentucky)
Deborah F. Sharpe	Baltimore City Public School System (Maryland)
Elizabeth Vaughn-Neely	University of Arkansas at Little Rock
Kevin J. Walsh	William Patterson University of New Jersey
Jane E. White-Kilcollins	Hilltop Elementary School-Caribou School Department (Maine)
Sylvia H. Wilkins	Dillard Drive Elementary School-Wake County Public Schools (North Carolina)
Linda Wolfskill	Moorcroft Elementary School (Wyoming)

Appendix C
Agenda
School Leaders Licensure Assessment
Standard Setting Study

DAY 1

8:00 – 8:15 AM	Welcome and Introductions
8:15 – 9:00	Overview of Standard Setting and Workshop Events Sign nondisclosure and complete biographical information form
9:00 – 11:00	Review of the SLLA Break as needed
11:00 – 11:30	Discuss SLLA What is being measured? What does an entering school (education) leader need to know and do?
11:30 – 12:15 PM	Define Knowledge/Skills of Just Qualified Candidate
12:15 – 1:00	Lunch
1:00 – 1:30	Define Knowledge/Skills of Just Qualified Candidate (continued)
1:30 – 2:15	Standard Setting Training for Multiple-Choice Questions Practice judgments -- first 3 questions Complete training evaluation form
2:15 – 3:45	Round 1 Standard Setting Judgments for Multiple-Choice Questions
3:45 – 4:15	Standard Setting Training for Constructed-Response Questions Practice judgments – first question Complete training evaluation form
4:15 – 4:45	Round 1 Standard Setting Judgments for Constructed-Response Questions
4:45 – 5:00	Collect Materials; End of Day 1

AGENDA
School Leaders Licensure Assessment
Standard Setting

DAY 2

8:00 – 8:15 AM	Questions From Day 1 and Overview of Day 2
8:15 – 10:40	Round 1 Feedback and Discussion
10:40 – 11:00	Round 2 Standard Setting Judgments MC and CR Questions
11:00 – 11:15	Data Entry; Break
11:15 – 12:00 PM	Round 2 Feedback and Discussion
12:00 – 12:45	Lunch
12:45 – 1:00	Round 3 Standard Setting Judgments MC and CR Questions
1:00 – 1:30	Specification Judgment Training Practice judgments – first specification: *Vision and Goals*
1:30 – 1:45	Complete Specification Judgments
1:45 – 2:00	Feedback on Round 3 Recommended Cut Score
2:00 – 2:15	Complete Final Evaluation
2:15 – 2:30	Collect Materials; End of Study

APPENDIX C

School Leaders Licensure Assessment (SLLA)
Test at a Glance

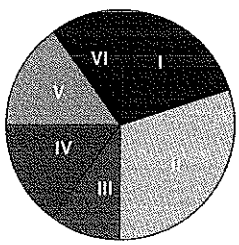
THE PRAXIS SERIES™

Listening. Learning. Leading.®

School Leaders Licensure Assessment (1011)

Test at a Glance

Test Name	**School Leaders Licensure Assessment**
Test Code	**1011**
Time	**4 hours**
Number of Questions	**7 constructed-response questions and 100 multiple-choice questions**



	Content Categories	Percentage of Examination	Multiple-choice questions (approx.)	Constructed response questions
I.	Vision and Goals	20%	18	2
II.	Teaching and Learning	30%	25	3
III.	Managing Organizational Systems and Safety	10%	15	–
IV.	Collaborating with Key Stakeholders	15%	21	–
V.	Ethics and Integrity	15%	21	–
VI.	The Education System	10%	–	2

About This Test

The School Leaders Licensure Assessment measures whether entry-level education leaders have the standards-relevant knowledge believed necessary for competent professional practice. The content of the assessment was defined by a National Advisory Committee of expert practitioners and preparation faculty and confirmed by a national survey of the field. The content is aligned with the *Educational Leadership Policy Standards: ISLLC 2008*.

The four-hour assessment is divided into two separately timed sections:

Section I (2 hours 20 minutes) – 100 multiple-choice questions.

Section II (1 hour 40 minutes) – Seven constructed-response questions calling for written answers based on scenarios and sets of documents that an education leader might encounter. Each of the seven constructed-response questions in the test focuses on a specific content area related to the standards addressed in *ISLLC 2008*. In answering the questions, candidates are required to analyze situations and data, to propose appropriate courses of action, and to provide rationales for their proposals.

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The seven constructed-response questions will focus on the following content areas:

Standard 1—Vision and Goals	Standard 2—Teaching and Learning	Standard 6—Educational System
• Implementation of Vision and Goal • Data Planning	• Professional Culture • Curriculum and Instruction • Assessment and Accountability	• Internal Advocacy • External Advocacy

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. Vision and Goals

A. Vision and goals for teaching and learning

The education leader

- Analyzes multiple sources of information and data about current practice prior to developing/revising a vision and goals
  - Selects the appropriate school goal based on data
  - Analyzes data to write a school goal or determines if vision and goals are appropriate
- Implements a vision and goals with high, measurable expectations for all students and educators
  - Develops a plan for implementing vision and goals
  - Determines if expectations are measurable, rigorous, and connected to vision and goals
  - Discriminates between vision and goals that are measurable and non-measurable for all students
- Assures alignment of the vision and goals to school, local, state, and federal policies
- Discusses and asks critical questions of key stakeholders about the purposes of education
  - Formulates appropriate critical questions to ask about the vision and goals
  - Polls key stakeholders (i.e., students, teachers, aides, parents, school board members, central office administration, superintendent) about the purposes of education (i.e., develop lifelong learners; develop strong citizens) in relation to vision and goals

B. Shared commitments to implement the vision and goals

The education leader

- Engages staff and community members with diverse perspectives to implement the vision and achieve goals
  - Identifies individuals with diverse perspectives from the internal and external communities
  - Identifies strategies to engage internal and external communities with diverse perspectives to implement the vision and goals
- Develops shared commitments and responsibilities among staff and the community for selecting and carrying out effective strategies toward the vision and goals
  - Builds consensus
  - Develops a plan for distributing responsibilities
- Determines and implements effective strategies to assess and monitor progress toward the vision and goals
- Communicates the shared vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act on them
  - Selects the appropriate communication strategies for particular stakeholders
  - Assesses the effectiveness of communication strategies
- Implements the shared vision and goals consistently

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C. Continuous improvement toward the vision and goals

The education leader

- Uses a data system and multiple sources of data to conduct a needs analysis to identify unique strengths, needs, gaps, and areas of improvement for students and teachers
- Uses data-driven decision making, research, and best practices to shape and monitor plans, programs, and activities to achieve the vision and goals
- Identifies and addresses barriers to achieving the vision and goals
- Implements effective strategies to facilitate needed change
- Engages staff and community stakeholders in planning and carrying out programs and activities
- Aligns planning, change strategies, and instructional programs with the vision and goals
  - Outlines a process and criteria to show how planning, change strategies, and instructional programs support the vision and goals
- Aligns all resources, including technology, to achieve the vision and goals
  - Outlines a process and criteria to demonstrate how resources support achievement of the vision and goals
- Monitors evidence about progress systematically and revises plans, programs, and activities as needed
  - Develops a process that systematically monitors progress towards the vision and goals

II. Teaching and Learning

A. Building a professional culture

An education leader

- Develops a shared understanding of and commitment to high standards for all students and closing achievement gaps
  - Creates a culture of high expectations for all students
  - Identifies achievement gaps
  - Develops plans to reduce gaps
- Guides and supports job-embedded, standards-based professional development that meets the learning needs of all students and staff
  - Develops processes to support teacher's growth and interests to support student learning
  - Analyzes situations and recommends appropriate teaching and learning practices
- Models openness to change and collaborative processes
  - Collaborates with all stakeholders to discuss the need for change
  - Demonstrates a willingness to change own position on an issue
- Creates structures, procedures, and relationships that provide time and resources for a collaborative teaching and learning community
  - Promotes mutual benefits and distribution of responsibility and accountability among the teaching and learning community
  - Promotes collaborative teaching and learning opportunities
  - Involves students as appropriate in school improvement teams and processes
- Creates opportunities and a safe environment in which the staff can examine their own beliefs, values, and practices about teaching and learning
  - Provides a safe environment for teachers to express their beliefs and ideas
  - Provides opportunities for teachers to take appropriate risks for improving teaching and learning
- Provides ongoing feedback to teachers using data and evaluation methods that improve practice and student learning
  - Develops a process to provide feedback (e.g., co-teaching, peer coaching, classroom walkthroughs) to increase teacher effectiveness and student performance
  - Participates in collaborative data analysis (e.g., evaluates student work, disaggregates test scores) to increase teacher effectiveness and student performance
- Guides and monitors individual teacher professional development plans and progress for continuous improvement of teaching and learning

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B. Rigorous curriculum and instruction

An education leader

- Develops a shared understanding of rigorous curriculum and standards-based instructional programs
  - Creates a culture supporting rigor and relevance in curriculum and instruction for all stakeholders
  - Ensures school-wide practices and programs focus on a rigorous curriculum and standards-based instruction
  - Collaborates with teachers to develop and maintain an instructional program that ensures the standards-based curriculum is delivered
- Works with teams, including teachers and other instructional staff, to analyze student work and monitor student progress
- Reviews and monitors curricular and instructional programs to ensure student needs are met
  - Identifies student needs
  - Develops plans to meet and monitor identified needs through appropriate curricular and instructional practices
- Provides coherent, effective guidance of rigorous curriculum and instruction
  - Engages actively in appropriate cross-disciplinary efforts to horizontally and vertically align curriculum and instruction
- Assures alignment of curriculum and instruction, student assessments, program evaluation methods, and professional development to content standards
  - Analyzes school improvement documents to ensure these elements are met and linked together systemically
- Assists teachers with differentiated teaching strategies, curricular materials, educational technologies, and other resources
- Ensures diverse needs of each student are addressed
  - Uses data to determine student needs
  - Identifies and accesses resources that are available and needed by involving all stakeholders
- Provides all students with preparation for and access to a challenging curriculum
  - Monitors instructional practices and student progress to assure that all students are prepared for and have access to a challenging curriculum
- Identifies and uses rigorous research- and data-based strategies and practices in ways that close opportunity and achievement gaps
  - Leads staff in implementing strategies and monitoring effectiveness to close opportunity and achievement gaps
- Conducts frequent classroom and school visits and observations to provide constructive and meaningful feedback to faculty and staff
- Develops a plan for frequent classroom and school visits to provide meaningful feedback

C. Assessment and accountability

An education leader

- Uses assessment and accountability systems to improve the quality of teaching and learning
  - Guides ongoing analyses of data about all students and subgroups to improve instructional programs
- Analyzes multiple sources of data, including formative and summative assessments, to evaluate student learning, effective teaching, and program quality
- Interprets and communicates data about progress toward vision and goals to the school community and other stakeholders
- Supports teachers in development of classroom assessments that are frequent, rigorous, and aligned with the school's curriculum, and provides meaningful feedback for instructional purposes
  - Develops a plan that provides opportunities for collaboration and feedback about classroom assessments

III. Managing Organizational Systems and Safety

A. Managing Operational Systems

An education leader

- Develops short term and long-range strategic plans and processes to improve the operational system
- Develops a process to ensure compliance with local, state, and federal physical plant safety regulations
- Facilitates communication and provides for data systems that ensure the timely exchange of information

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- Acquires equipment and technology and monitors its maintenance and appropriate use
  - Develops a plan for acquisition and maintenance of equipment and technology
  - Creates an appropriate use policy and monitors compliance

B. Aligning and obtaining fiscal and human resources

An education leader

- Allocates funds based on student needs within the framework of local, state, and federal regulations
  - Develops and monitors a budget process that involves appropriate stakeholders
- Implements effective strategies to recruit and retain highly qualified personnel
- Assigns personnel to address student needs, legal requirements and equity goals
- Conducts personnel evaluations that enhance professional practice in accordance with local, state, and federal policies
- Seeks additional resources needed to accomplish the vision

C. Protecting the welfare and safety of students and staff

An education leader

- Ensures a safe environment by proactively addressing challenges to the physical and emotional safety and security of students and staff
  - Develops and implements a plan that involves appropriate stakeholders to ensure a safe teaching and learning environment
  - Conducts ongoing reviews of the plan
- Advocates for and oversees counseling and health referral systems that support student learning and welfare
  - Identifies counseling and health needs of students to support student learning and welfare
  - Takes steps to meet the identified needs
- Involves teachers, students, and parents in developing, implementing, and monitoring guidelines and norms of behavior
- Develops with appropriate stakeholders a comprehensive safety and security plan
  - Conducts ongoing reviews of the plan
- Identifies key emergency support personnel in and outside of the school
  - Identifies and documents key emergency support personnel in and outside of the school
  - Communicates the information about key emergency support and school personnel to appropriate parties
- Communicates with staff, students, and parents on a regular basis to discuss safety expectations
  - Documents communication of safety expectations to staff, students, and parents

IV. Collaborating with Key Stakeholders

A. Collaborate with families and other community members

An education leader

- Accesses and utilizes resources of the school, family members, and community to affect student and adult learning, with a focus on removing barriers to learning
  - Collaborates with key stakeholders to utilize resources and assure barriers to learning are removed
  - Integrates a variety of programs and services, fully engaging the school and the entire community
- Involves families in decision making about their children's education
- Uses effective public information strategies to communicate with families and community members (e.g., email, night meetings, multiple languages)
  - Understands and models the need for two-way communication
- Applies communication and collaboration strategies to develop positive family and local community partnerships, including recognizing and celebrating educational success
  - Organizes internal and external venues and practices to celebrate the school and student success
- Utilizes appropriate strategies for communicating effectively with the media
  - Uses a communication plan shared with key stakeholders
  - Demonstrates an ability to communicate with the media

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B. Community interests and needs

An education leader

- Identifies key stakeholders within the school community, including individuals and groups with competing perspectives
- Engages with the local community in a proactive manner
  - Participates, actively and regularly, in a variety of community events as a school community representative
  - Advocates for the school within the community
- Uses appropriate assessment strategies and research methods to understand and accommodate diverse student and community dynamics
  - Accesses a variety of information sources to continuously learn more about the community and to develop an awareness of trends
- Utilizes diversity representative of the community to strengthen educational programs and planning.
  - Involves members of diverse community groups in all school planning and improvement efforts
- Demonstrates cultural sensitivity and competence by engaging communities in shared responsibilities that improve education and achievement of all students

C. Maximizing community resources

An education leader

- Collaborates with community agencies that provide health, social, and other services to families and children
- Develops mutually beneficial relationships with business, religious, political, and service organizations to share both school and community resources such as buildings, playing fields, parks, and medical clinics
  - Identifies and documents the relationships and ensures equitable and open access to all groups in all venues as required or legally permissible
- Uses resources from the community appropriately and effectively to support student learning
  - Evaluates the effective use of current community resources in support of student learning
- Seeks community support to sustain existing resources and identifies additional resources as needed
  - Provides information to the community about the benefit of existing and needed resources
  - Identifies and solicits community resources to support student learning

V. Ethics and Integrity

A. Ethical and legal behavior

An education leader

- Models personal and professional ethics, integrity, justice, and fairness, and expects the same of others
  - Behaves in a trustworthy manner
  - Recognizes when ethics have been breached and takes appropriate action
  - Holds self and others accountable for ethical behavior
- Ensures and monitors the use of appropriate systems and procedures to protect the rights and confidentiality of all students and staff
- Uses the influence of the position to enhance education and the common good (e.g., social justice)
- Reinforces transparent (open) decision-making practices by making data and rationales explicit
  - Communicates reasons for decisions as appropriate
  - Develops a plan to facilitate an open decision-making process
  - Disseminates data in a transparent or open manner within legal constraints

B. Personal values and beliefs

An education leader

- Demonstrates respect for the inherent dignity and worth of each individual
- Models respect for diversity and treating others equitably
- Establishes and maintains an open and inclusive school community
- Uses a variety of strategies to lead others in safely examining deeply held assumptions and beliefs that may conflict with the school's vision and goals
  - Assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact teaching and learning

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- Challenges assumptions and beliefs respectfully as they may adversely affect students and adults
  - Recognizes factors that may adversely affect students and adults and takes appropriate action
  - Assesses the school culture to determine if there are negative deeply held assumptions and beliefs that could impact students and adults

C. High standards for self and others

An education leader

- Reflects upon own work, analyzes strengths and weakness, and establishes goals for professional growth
  - Develops a personal plan for professional growth and development
- Models and encourages continuous professional growth
- Administers educational policies equitably and legally
- Refocuses attention on vision and goals when controversial issues arise
  - Develops a process that involves all stakeholders on refocusing attention on vision and goals
- Holds others accountable for ethical behavior

VI. The Education System

A. Professional influence

An education leader

- Facilitates constructive discussions with the school community about local, state, and federal laws, policies, regulations, and statutory requirements
  - Explains policies and regulations to the school community
  - Listens to questions and problems and interacts with the school community to increase understanding
- Develops relationships with stakeholders and policymakers to identify, respond to, and influence issues, trends, and potential changes that affect the context and conduct of education
- Advocates for equity and adequacy in providing for students and families' needs (educational, physical, emotional, social, cultural, legal, and economic) to meet educational expectations and policy requirements

B. Managing local decisions within the larger educational policy environment

An education leader

- Communicates data about educational performance to inform decision-making and improve policy
  - Engages in appropriate lobbying and political activism to communicate data about educational performance in order to inform decision-making and improve policy
- Communicates effectively with key decision makers to improve public understanding of local, state, and federal laws, policies, regulations, and statutory requirements
- Advocates for excellence and equity in education

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Sample Scoring Guide for Constructed Response Questions

All constructed response questions will be scored on a 0 to 3 scale. The scoring guides for different questions are parallel in terms of the levels of knowledge and skills indicated by each score point. However, scoring guides are tailored to the specific area addressed by the question. The following is a scoring guide for a constructed response question addressing knowledge and skills in

I. Vision and Goals

...

B. Shared commitments to implement the vision and goals

A response that receives a score of 3:

Demonstrates a **thorough understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act upon the vision and goals.

A typical response in this category

- Demonstrates strong knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates strong knowledge of implementation and/or change strategies
- Provides a clear and specific response to the question asked
- Prioritizes, outlines, or organizes steps or actions in a logical and insightful manner
- Provides logical and reasonable rationales for answers when requested

A response that receives a score of 2:

Demonstrates a **basic/general understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act upon the vision and goals.

A typical response in this category

- Demonstrates adequate knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates adequate knowledge of implementation and/or change strategies
- provides an appropriate response to the question asked
- Prioritizes, outlines, or organizes steps or actions in an orderly manner
- provides acceptable rationales for answers when requested

A response that receives a score of 1:

Demonstrates a **limited understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act upon the vision and goals.

A typical response in this category reveals one or more of the following weaknesses

- Demonstrates limited knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates limited knowledge of implementation and/or change strategies
- Provides an uneven or unclear response to the question asked
- Prioritizes, outlines, or organizes steps or actions unclearly or with gaps in logic
- provides partial or limited rationales for answers when requested

A response that receives a score of 0:

Demonstrates **little or no understanding** of how to develop shared commitments and responsibilities among staff and the community for carrying out the vision and goals and/or communicating the vision and goals in ways that facilitate key stakeholders' ability to understand, support, and act upon the vision and goals.

A typical response in this category reveals one or more of the following weaknesses

- Demonstrates weak or no knowledge of principles of communication and group processes (building consensus, motivating, and team building)
- Demonstrates weak or no knowledge of implementation and/or change strategies
- Provides a vague or inappropriate answer to the question
- Fails to prioritize, outline, or organize steps or actions or does so illogically
- provides a weak, inappropriate, or illogical rationale or does not provide a rationale when one is requested

No credit is given for a blank or off-topic response.

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Sample Test Question for Implementing Vision and Goals

The sample question that follows illustrates the kind of question in the test. It is not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the question.

A new principal in a suburban school district with six elementary schools has been asked to support the continuing implementation of a non-traditional math program at her school. The program was implemented district-wide three years ago amidst considerable concern from parents and staff. Frequent evaluation of the program has shown that students' conceptual understanding is exceptional, but their computation performance varies from year to year and consistently falls below their conceptual understanding. While significant concerns still linger among parents and staff, parent satisfaction has increased by 20% in the last year and dissatisfaction has declined by one-third. The site evaluation team has established several recommendations, including improving communication with parents and providing professional development for teachers.

Question

Identify and describe at least three steps the principal can take to gain further support for the program and decrease the dissatisfaction levels.

Sample 1: Score 3

As the new principal, there are several steps that I would take to gain further support and decrease the level of dissatisfaction with the new math program.

First, I would establish monthly math nights. These events would allow parents to attend with their children and participate together in a lesson presented by the teacher. The parents would get a better understanding of the math program and learn how they can help their children at home.

I would also establish a math homework hotline. This hotline would be staffed by teachers each evening and would be a resource for both students and parents to call with questions and assistance. Besides helping with a particular assignment, this would also be a great way to lessen parents' frustrations with the new program and as a result decrease their dissatisfaction.

Another step would be to survey staff to see if they need additional professional development. After the survey results were analyzed, there are many types of professional development that I would use, such as mentors, attending conferences, bringing in outside resources, and visiting nearby schools that have successfully implemented the same math program.

Finally, I would require teachers to increase communication with parents. This could be done by having the teacher write a "math gram" to parents at the beginning of each new unit. The newsletter would explain the concepts of the new unit and give parents ideas on how to do fun math things at home.

Comments on Sample 1: Score 3

This response demonstrates the complexity of the situation and the need to bring key stakeholders on board for the program to ultimately succeed. It begins by acknowledging that the problem will take multiple steps to solve and that the most pressing need is to increase overall familiarity with and support for the program. The principal seeks to develop shared commitments and responsibilities by establishing math nights and a math homework line. These two actions will bring key stakeholders (parents, teachers, and students) together in ways that will foster greater acceptance of the math program. To increase support for the program among staff, the principal recommends using a professional development survey and identifies several activities that would increase teacher knowledge of the new math program. Finally, the principal will use teachers to communicate the direction of the math program with parents by implementing a regular newsletter. Stakeholder to stakeholder communication will strengthen support for the math program. Holistically, the response is clear and organized and the answers given are acceptable and well developed. Overall, this response demonstrates a thorough understanding of how to increase support for a program by developing shared commitment among stakeholders.

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Sample 2: Score 1

Moving from a traditional computation based math program to a non-traditional concept based math program can be very divisive. Teachers can be resistant to change, especially experienced staff who feel they have been successful using the traditional approach. Parents want to be able to help their children with homework and class assignments and expect assignments to reflect how they were taught. As a result, the biggest challenge facing the principal is getting parents to understand and support the new math program.

The principal can improve parent support and understanding by providing the following opportunities for training.

A parent workshop or a math fun night could be arranged at the beginning of the school year, to explain the math program and to allow parents to view the materials and learn some ways to help their children.

Comments on Sample 2: Score 1

This response focuses on why high dissatisfaction among stakeholders can occur when new math programs are used. This is not the focus of the question. The question asks for the identification and description of at least three steps that a principal can take to increase satisfaction and decrease dissatisfaction for the new math program. By listing only one step that the principal could take, a parent workshop or math fun night and the potential activities that would go on at that event, the response demonstrates only a limited understanding of the need to develop shared commitments and responsibilities among stakeholders.

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Sample Test Questions

The sample questions that follow illustrate the kinds of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

Questions 1-3 are based on the following scenario.

A principal has been appointed to an elementary school in which the scores on the fourth-grade state language-arts tests have been decreasing each year for the past three years. The weakest area is writing. With a goal of improving writing instruction, the principal and the fourth-grade teachers decide to set aside time to examine and discuss student writing samples as a group.

1. Each teacher brings copies of student writing samples to share with the group. Which of the following actions should the teachers take first to improve instruction?
   (A) Conducting an analytical review of all papers to assign scores
   (B) Reviewing all papers to identify common areas of weakness
   (C) Targeting students in need of remediation based on the samples provided
   (D) Identifying benchmark-quality samples to use as exemplars for next year's instruction

2. Over the course of several weeks, the principal observes each of the fourth-grade teachers. In light of the concern about improving students' scores on language-arts assessments, the principal's primary concern should be whether the teachers
   (A) align their lesson objectives with their teaching strategies and materials
   (B) match their lesson plans with the lessons actually taught
   (C) include teaching strategies that meet the needs of diverse learners
   (D) match their lesson objectives with the fourth-grade language-arts standards

3. Which of the following two pieces of information would be most relevant for the principal to use to help the teachers determine strategies for improving fourth-grade students' achievement in language arts?
   (A) The school's vision statement and student demographic information
   (B) The language-arts block schedule for the fourth-grade classrooms and the reading levels of each fourth-grade student
   (C) The language-arts standards for fourth-grade students and disaggregated standardized test data
   (D) The educational background and years of experience of the fourth-grade teachers

4. Recommended practice suggests that which of the following should be involved in the decision-making process concerning curriculum?
   I. Curriculum experts
   II. Boards of education
   III. Professional staff
   IV. Students
   (A) I and III only
   (B) II and III only
   (C) III and IV only
   (D) I, II, and III only

5. Which of the following is the most crucial question to consider in using community resources in the classroom?
   (A) Can the resources be used by several groups at the same time?
   (B) Have such resources been overused?
   (C) Do the resources meet the needs of the program?
   (D) What time limits have been established for the use of the resources?

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6. A group of high school English teachers have approached the newly appointed department chair with concerns about the existing curriculum. The teachers explain that the curriculum has not been revised in nearly ten years and is out of date. In response to the teachers' concerns, the department chair should first
   (A) review the research on exemplary high school English programs
   (B) convene a meeting with the parents, superintendent, and board of education to gather their input
   (C) collaborate with the teachers to examine the alignment between the existing curriculum and state standards
   (D) immediately begin to analyze the curriculum and observe classroom instruction

7. According to due process, teachers are entitled to
   (A) the presence of a defense counsel at any hearing and the right to refuse to testify
   (B) adequate notice of the charges against them and a hearing in which they have the opportunity to defend themselves against those charges
   (C) an appeal of an adverse decision and exemption from disciplinary action while the appeal is being decided
   (D) a cross-examination of an adverse witness and the control of conditions under which such examination takes place

8. Of the following evaluation methods, which would provide the most valid indication of the success of a course of study in meeting its instructional goals?
   (A) Compiling results of a survey of the students' opinions of the course
   (B) Reviewing anecdotal records that describe students' interpersonal growth during the course
   (C) Reviewing data that indicates the degree of students' mastery of course objectives
   (D) Surveying parents about the students' transfer of concepts learned in the course

9. The newly appointed principal of an elementary school is concerned about the performance of the fourth grade on the state standardized tests for mathematics. Which of the following should be the principal's initial step in developing a plan to improve students' scores?
   (A) Hire a staff developer to teach staff innovative approaches to mathematics instruction
   (B) Collect information about the instructional methods, materials, and assessments currently in use
   (C) Conduct a curriculum audit of the mathematics program at all grade levels
   (D) Administer another assessment to identify specific areas of weakness in students' performance

10. A department chair is concerned about a few students in the advanced-level biology class who have received barely passing or failing grades on their first-marking-period report cards while their classmates have performed well. Which of the following areas of investigation is likely to provide the most valuable information for explaining the weak performance of some students?
   (A) Teacher records of tests grades, homework assignments, and class participation
   (B) National Science Education content standards for the appropriate grade level
   (C) The currency and appropriateness of the instructional materials in the course
   (D) Admission standards for the advanced-level science classes

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Answers

1. This question focuses on the school leader's understanding of how to provide instruction that meets the standards of rigor measured by standardized assessment. Choices (A) and (D) describe steps in the process, but neither would be the initial step. Choice (C) may serve to address weaknesses in a specific group but does little to improve overall writing instruction. Identifying specific areas of weakness will help teachers focus instruction and assessment on those areas most likely to be adversely affecting students' scores. Therefore, the correct answer is (B).

2. This question tests the school leader's knowledge of factors that affect standardized test results. Choices (A), (B), and (C) are all sound practices but do not address the primary focus of the question. The principal needs to verify whether there is an alignment between lesson objectives and state standards, which serves as the basis of state standardized tests. Therefore, the correct answer is (D).

3. This question tests the school's leader's knowledge of information necessary to make instructional decisions. For the purpose of determining strategies to improve fourth-grade students' achievement, it is important to know the standards and test data. The standards serve as the foundation for the curriculum and knowing what to teach. Disaggregated test data would clarify both the areas that have been addressed and which areas need to be targeted. Therefore, the correct answer is (C).

4. Curriculum experts, boards of education, and school professional staff should all be part of the decision-making process concerning curriculum matters. Choice (D) includes all three groups and is the correct answer.

5. This question asks a school leader to determine which of many considerations is most important when community resources are integrated into classroom instruction. Choices (A), (B), and (D) become considerations only after it has been determined that the resources support the needs of the program. Therefore, the correct answer is (C).

6. This question tests the school leader's knowledge of how state standards are used to measure the quality and appropriateness of a curriculum. Choices (A) and (B) are actions that may be taken during the course of curriculum revision but would not be the initial step. Choice (D) would provide unreliable information because teachers who have already acknowledged the inappropriateness of the current written curriculum would most likely not be following it consistently. Involving the teachers in the examination of the curriculum as measured against benchmarks would provide the most useful information for moving the curriculum process forward; therefore, the correct answer is (C).

7. This question tests the school leader's knowledge of the basic due process protections afforded to school personnel. Although individual teacher contracts, local school board policies, or collective bargaining agreements may offer the additional protections described in choices (A), (C), and (D), only those described in choice (B) are guaranteed to all personnel under the Constitution and key court rulings. Therefore, (B) is the correct answer.

8. This question tests the school leader's understanding of how to select the most accurate method for evaluating the effectiveness of a course of study in meeting its learning objectives. Choices (A), (B), and (D) will provide information on the effectiveness of a course in meeting other objectives. However, only choice (C) provides evaluative information directly related to students' understanding of the knowledge and skills as described in the course's instructional goals. Therefore, the correct answer is (C).

9. This question tests the school leader's understanding of the steps in the process of addressing an educational problem. Choices (A) and (C) are valid actions but would occur later in the process. Choice (D) is unnecessary because information on areas of weakness will have been provided in the scoring data of the state assessment. Gaining a sense of the overall fourth-grade mathematics program as it currently exists will most likely result in the identification of specific areas needing improvement. Therefore, the correct answer is (B).

10. This question tests the school leader's ability to select the appropriate data for providing specific educational information. Looking at teacher records will offer evidence of students' weak performance but not an explanation. Examining choices (B) and (C) might indicate inconsistencies that would likely affect the performance of all the students, not just a few. When students experience difficulty in a class from the onset, one reasonable explanation can be that the criteria used for their placement are not appropriate. Therefore, the correct answer is (D).

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APPENDIX D

School Leaders Licensure Assessment (SLLA)
State Passing Scores (as of November 9, 2009)

Revised School Leaders Licensure Assessment (SLLA)

State Passing Scores (as of November 9, 2009)

State	Score
Arkansas	No Score Set Yet
Connecticut	No Score Set Yet
District of Columbia	163
Indiana	163
Kansas	165
Kentucky	No Score Set Yet
Maine	No Score Set Yet
Maryland	No Score Set Yet
Mississippi	169
Missouri	163
New Jersey	163
North Carolina	163
Tennessee	No Score Set Yet
Utah	163
Virgin Islands	156

APPENDIX E

School Leaders Licensure Assessment (SLLA)
Scaled Score Distribution for Entire Sample
For SLLA2 – September 2009 Administration

Scaled Score Distribution for Entire Sample
For SLLA2 -- September 2009 Administration

Scaled Score	Frequency	Cumulative Percent
196	1	0.09
195	1	0.17
194	1	0.26
193	4	0.61
192	5	1.04
190	3	1.30
189	11	2.25
188	9	3.03
187	15	4.33
186	18	5.89
185	22	7.80
184	26	10.05
183	42	13.69
181	42	17.33
180	43	21.06
179	41	24.61
178	42	28.25
177	55	33.02
176	42	36.66
175	52	41.16
174	47	45.23
172	43	48.96
171	60	54.16
170	45	58.06
169	38	61.35
168	41	64.90
167	46	68.89
166	43	72.62
165	27	74.96
164	33	77.82
162	34	80.76
161	24	82.84
160	28	85.27
159	18	86.83
158	22	88.73
157	19	90.38

Scaled Score Distribution for Entire Sample
For SLLA2 -- September 2009 Administration

Scaled Score	Frequency	Cumulative Percent
156	19	92.03
155	16	93.41
153	15	94.71
152	10	95.58
151	4	95.93
150	6	96.45
149	4	96.79
148	3	97.05
147	3	97.31
146	4	97.66
144	3	97.92
143	2	98.09
142	5	98.53
141	3	98.79
140	4	99.13
139	3	99.39
138	1	99.48
137	1	99.57
133	2	99.74
132	1	99.83
131	1	99.91
123	1	100.00

Scaled Score Distribution for Entire Sample
For SLLA2 -- September 2009 Administration

The MEANS Procedure

Analysis Variable : Scaled Score				
N	Mean	Std Dev	Minimum	Maximum
1154	170.69	10.73	123.00	196.00

Board of Education Agenda Item

Item: N. **Date:** January 14, 2010

Topic: Progress Report on Analyses Aimed at Understanding College Readiness in Virginia

Presenter: Dr. Deborah L. Jonas, Executive Director for Research and Strategic Planning

Telephone Number: 804-225-2067 **E-Mail Address:** deborah.jonas@doe.virginia.gov

Origin:

__X__ Topic presented for information only (no board action required)

____ Board review required by
- ____ State or federal law or regulation
- ____ Board of Education regulation
- ____ Other: _____

__ Action requested at this meeting ____ Action requested at future meeting: _____

Previous Review/Action:

__X_ No previous board review/action

____ Previous review/action
date _____
action _____

Background Information:
In January 2007, the Virginia Board of Education authorized the Virginia Department of Education (VDOE) to conduct studies to identify key indicators of college readiness that may be used to develop measures that identify students as likely prepared for postsecondary educational programs. Since that time, the Department has been engaged in several analytic efforts related to understanding indicators that suggest students are academically prepared for postsecondary educational success when they leave high school. The primary goal of the studies listed below is to understand the relations between achievement as measured state end-of-course assessments (SOL tests) and postsecondary success:

1. Analysis of the relation between SOL scores and Scholastic Aptitude Test (SAT) scores.
2. Analysis of the relation between SOL scores and postsecondary enrollment and persistence.
3. Analysis of the relation between SOL scores and postsecondary academic outcomes, including participation on postsecondary developmental coursework and course grades in postsecondary educational programs.

Below is a summary of the progress of the analyses conducted so far, including results where applicable. VDOE has briefly described the barriers encountered that have slowed the state's forward progress in this analytic work, new approaches being used to overcome barriers and get the much needed work done, and additional work the education agencies plan to conduct in the future.

Summary of Major Elements

Analysis of the relationship between SOL scores and Scholastic Aptitude Test (SAT) scores

The Virginia Department of Education, with technical assistance from the Regional Educational Laboratory Appalachia (REL-A), conducted statistical analyses designed to understand the associations between SOL outcomes and outcomes on the SAT. VDOE acquired student-level SAT scores from the College Board, matched the data to state SOL assessment results, and considered various relations between the two. Primary results showed:

- Correlations between the mathematics SAT and SOL mathematics assessments are moderate to high, 0.54, 0.59, 0.69 for Algebra I, Algebra II, and Geometry, respectively, for the graduating class of 2006.
- Correlations between SAT verbal and SOL reading and writing end-of-course assessments were moderate, 0.48 and 0.45, respectively, with similar correlations between SAT writing and SOL reading and writing end-of-course assessments.

The College Board has established the following college-ready benchmarks on the SAT:[1]

- Low-benchmark describes students who have a 65 percent chance of earning a 2.0 grade point average (GPA) in their first year of college.
- High-benchmark describes students who have a 65 percent chance of earning a 2.7 GPA in their first year of college.

Using this information, VDOE assessed the association between scoring at or above the college-ready benchmarks and performance on the English and mathematics SOL end-of-course assessments. Results showed that nearly all students who scored at the advanced proficient level on the SOL assessments in mathematics, reading and writing met or exceeded the College Board's low-benchmark on the SAT, and between 40 and 50 percent of students who scored advanced proficient on the SOL tests scored at or above the College Board's high benchmark on the SAT. Few students (10 percent or less) who scored at the proficient level on the SOL met the high benchmark on the SAT.

Taken together, the results suggest that performance on the SOL test and the SAT are related, and that advanced proficiency in particular is associated with the College Board's definition of college ready.

Analysis of the associations between SOL scores and postsecondary enrollment and persistence

VDOE contracted with researchers at Virginia Tech to study the association between SOL performance and postsecondary enrollment as documented by data acquired from the National Student Clearinghouse (NSC). The NSC data document students' enrollment in and completion of programs in postsecondary institutions across the country; the NSC enrollment data include 92 percent of students enrolled in postsecondary institutions in the United States. The data are limited in that they do not provide any information on students' course-taking patterns or course outcomes (i.e., grades).

Phase I focused on the association between SOL scores and postsecondary enrollment in two-year and four-year institutions. As well, researchers considered how postsecondary enrollment varies by student groups or other variables available from VDOE, such as diploma type. Phase II, which remains ongoing, is focused on understanding how SOL scores relate to students' successful persistence into their second year of postsecondary education.

[1] Kobrin, J. L. (2007). Determining SAT benchmarks for college readiness. (College Research Note No. RN-30). New York, NY: College Board.

While the results of enrollment in two-year institutions are interesting, the meaning of these outcomes is unclear because such a large percentage of students who enroll in two-year schools participate in developmental (remedial) coursework—approximately 45 percent of students enrolled in Virginia's two-year postsecondary colleges require developmental education in English or mathematics each year. In comparison, approximately three percent of students enrolled in Virginia's four-year institutions require developmental education. Therefore, without the ability to connect enrollment to student outcomes, the findings presented here are limited to those from students who enrolled in four-year institutions.

Key findings available thus far from the students who graduated or completed high school in 2007 show:

- Forty-one and a half (41.5) percent of students in the graduating class of 2007 enrolled in four-year postsecondary institutions within two years of completing high school.
- Seventy (70) percent of students who earn advanced studies diplomas enroll in four-year postsecondary institutions, whereas only 16 percent of students who earn standard diplomas attend four-year postsecondary institutions.
- Students who completed Virginia's Early College Scholars agreements and earned Early College Scholars certificates were more likely to enroll in four-year schools within two years of graduating high school, 85 percent and 89 percent, respectively.
- Sixty (60) percent of students who were dually-enrolled in secondary and postsecondary institutions in high school enrolled in four-year postsecondary institutions within two years of graduating from high school.
- Students who graduated high school in 2007 and earned advanced proficiency on the Algebra II SOL assessment had a 79 percent probability of enrolling in four-year institutions.
- Students who scored advanced proficient on the reading SOL had a 64 percent chance of enrolling in four-year institutions and students who scored advanced proficient on the writing assessment had a 72 percent chance of enrolling in four-year institutions.
- Students who scored at the <u>proficient</u> level on end-of-course assessments EXCEPT Algebra II and chemistry assessments had at most a <u>45 percent</u> probability of enrolling in four-year institutions; students who earned proficient scores on the Algebra II and chemistry assessments had a 50 and 59 percent probability of enrolling in four-year institutions.

Analyses of the association between SOL assessments and persistence in postsecondary educational programs are still in progress. Initial work to understand how persistence relates to postsecondary enrollment shows that:

- Of students who enroll in four-year institutions across the country (as measured with data from the National Student Clearinghouse), nearly 87 percent persist into their second year.
- Once students enroll in four-year postsecondary schools, SOL scores from high school are not meaningful factors to distinguish between the students who persist into their second year and students who leave—other factors must be investigated to understand the factors that lead students <u>out</u> of four-year institutions.
- For the high school graduating class of 2006, approximately 20 percent were enrolled in two-year institutions within one-year of graduating from high school.
    a. Nineteen (19) percent of students who enrolled in two-year postsecondary institutions within one-year of completing high school transferred to a four-year institution within three years of graduating high school.
    b. Approximately 24 percent of the students who enrolled in two-year postsecondary institutions within one year of completing high school had either earned a credential *or* transferred to four-year institutions before the end of academic year 2008-2009.

Students with higher scaled scores on the SOL tests were more likely to transfer to a four-year school *or* earn a credential.

The association between SOL scores and postsecondary academic outcomes

The completed analyses on SAT and postsecondary enrollment, coupled with results from national studies, suggest that students who meet one or more of the following criteria are likely to be successful in postsecondary work at four year institutions:

1. Students who earn an advanced studies diploma in Virginia;
2. Students who participate in Virginia's Early College Scholars program;
3. Students who take Algebra II and chemistry in high school and earn advanced proficient or close to advanced proficient scores on these and the SOL end-of-course reading and writing assessments.
4. Students who score at or above college-ready benchmarks established on the SAT and ACT.®

There may be other indicators of successful preparation for postsecondary education in Virginia. Without access to data that directly link high school student achievement data to postsecondary course enrollment, Virginia has limited information about how other outcomes are associated with postsecondary success. In particular, data linked between VDOE and SCHEV are critical to understanding the associations between high school achievement and success in two-year institutions. For example, is there an analytically derived profile or set of SOL scores and high school course taking patterns that are associated with student success in postsecondary? Can SOL assessment scores reliably predict students' preparation for college-level coursework, eliminating the need for placement tests for students who attend community colleges?

To answer these and other questions, VDOE and SCHEV have been working together for several years to determine how data from the agencies can be merged for analytic purposes. This work required VDOE and SCHEV to work through the technical (i.e., data-related) issues that would permit the data to be linked. As well, the agencies worked together to develop a methodology that permits de-identified data to be reliably merged at the student level. That is, the merge methodology removed all information from the dataset that could identify individuals, including names, social security numbers, and dates of birth. This methodology, coupled with language in the state Appropriation Act, are considered sufficient to meet the requirements of federal and state privacy laws to permit the separate agencies to merge the data.

The agencies are in the process of merging and analyzing the data. However, there are significant limitations regarding the first available data sets for merging. The first data sets for which there are sufficient variables that are available for linking between the two agencies are limited to students who have participated in SAT testing. This excludes the vast majority of students who enroll in two-year programs and who are more likely to participate in developmental education. This data sample is, however, likely to provide a representative sample of students who enroll in four-year institutions. Therefore, the results of the first analysis are expected to provide further validation of the results from the analyses of SAT and postsecondary enrollment analyses described above, but are not expected to be useful for understanding other issues, particularly those related to developmental education.

More comprehensive data with sufficient variables for linking between VDOE and SCHEV will be available for merge in spring 2010. The timeline below describes the agencies' time frame for completing analyses on the initial, limited data set and the more comprehensive data set that will become available in the future.

- January 2010:
  - Complete descriptive analyses to validate the initial, limited data set merged between

VDOE and SCHEV.
    - Determine the representativeness of the initial, limited data set available for analysis.
- February 2010, using the initial, limited data set:
    - Develop programming requirements to conduct inferential analyses that describe the association between high school achievement as measured by participation in and outcomes on SOL assessments ;
    - Develop preliminary profile of high school indicators, including SOL assessment outcomes, that are associated with student enrollment and success in the first year of postsecondary education;
    - Based on the representativeness of the sample, describe the limitations of the study results.
- Spring 2010:
    - SCHEV will complete data collection that permits a more comprehensive set of data to be linked to VDOE's data.
    - Third party to merge the de-identified data from SCHEV and VDOE for analytic use.
- May-June 2010:
    - Conduct inferential analyses to analyze the association between high school achievement indicators (SOL participation and outcomes) and postsecondary outcomes in Virginia.
    - Develop profile of high school indicators including SOL assessment outcomes that describe the outcomes of students who have a high probability of being successful in postsecondary education.
    - Develop qualitative descriptions of student achievement that are consistent with the high school indicators of postsecondary readiness.
- June - July 2010:
    - Present recommendations to the Virginia Board of Education and other relevant stakeholders on high school indicators of postsecondary success.
    - Present plan to conduct ongoing validation studies and updates to the SOL profile and factors associated with postsecondary readiness.

Superintendent's Recommendation:
The Superintendent of Public Instruction recommends that the Board of Education accept this report for informational purposes.

Impact on Resources:
The Department of Education has the resources to conduct the work described herein.

Timetable for Further Review/Action:
None