

# Virginia Board of Education Agenda Item



Agenda Item: H

Date: April 25, 2013

<b>Title</b>	First Review of Recommended Cut Scores for the Virginia Grade Level Alternative (VGLA) Assessments for Grades 3-8 Reading and Grades 3, 5, and 8 Science Based on the <i>2010 English and Science Standards of Learning (SOL)</i>		
<b>Presenter</b>	Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement		
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**Purpose of Presentation:**

Review/action required by Board of Education bylaws.

**Previous Review or Action:**

No previous review or action.

**Action Requested:** First Review

Action will be requested at a future meeting. Specify anticipated date below:

May 23, 2013

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

Goal 1: The approval of cut scores on the new Virginia Grade Level Alternative (VGLA) for grades 3-8 reading and grades 3, 5, and 8 science will support accountability for student learning and will help schools and school divisions increase the academic success of students with disabilities and limited English proficient (LEP) students .

The Virginia Grade Level Alternative (VGLA) was developed in 2004-2005 to assess the achievement of students with disabilities who are unable to demonstrate their attainment of the Standards of Learning through multiple-choice tests. A compilation of student work called a Collection of Evidence that represents the student’s achievement of the Standards of Learning represented in the test blueprint is prepared for students participating in VGLA. These collections of evidence are scored by local school division staff using a rubric supplied by the Virginia Department of Education, and the scores from

10 percent of the collections are audited by professional scorers hired by Virginia's testing contractor.

To meet the requirements of the federal No Child Left Behind (NCLB) Act, beginning in 2006-2007, LEP students at the lowest levels of English proficiency were permitted to participate in the VGLA in the area of reading only. The NCLB Act requires that all LEP students who have been in the United States for at least a year must be tested in reading. Because attaining proficiency in English typically takes three to five years, even with intensive instruction, an alternative reading assessment was needed for these students.

In 2010, the General Assembly passed legislation phasing out the VGLA for reading and mathematics for students with disabilities. The last administration of the VGLA in mathematics was in 2011 and the last administration of the reading VGLA for students with disabilities was in spring 2012. The VGLA is still available in the areas of writing, science, and history for students with disabilities and in reading for LEP students.

Beginning with the spring 2013 administration, the VGLA Collections of Evidence for LEP students in grades 3-8 reading and for students with disabilities in grades 3, 5, and 8 science will be prepared based on the revised *2010 English and Science Standards of Learning*. Because of this change in content, new cut scores that represent the minimum number of points a student must earn to be considered *fail/basic*, *pass/proficient*, and *pass/advanced* on the VGLA for grades 3-8 reading and *pass/proficient* and *pass/advanced* on the VGLA for grades 3, 5, and 8 science must be adopted by the Virginia Board of Education.

In March 2013, standard setting committees of Virginia educators were convened to recommend to the Board of Education the scores that should represent the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for LEP students who are submitting VGLA Collections of Evidence for grades 3-8 reading and scores that should represent the achievement levels of *pass/proficient* and *pass/advanced* for students with disabilities who are submitting VGLA Collections of Evidence for grades 3, 5, and 8 science.

Because the VGLA is an alternative assessment for the SOL tests, the standard setting committee members first reviewed the SOL test for the particular content area, focusing on the cut scores that had been recommended to the Board to represent *fail/basic* (reading only) *pass/proficient*, and *pass/advanced*. Committee members were asked to recommend cut scores on the VGLA that would represent the same level of achievement as required by the cut scores representing *fail/basic*, *pass/proficient* and *pass/advanced* on the SOL test.

#### **Summary of Important Issues:**

Information about the range of cut scores recommended by the committees for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the VGLA reading assessments and *pass/proficient* and *pass/advanced* for the VGLA science assessments is contained in Attachment A.

The Board is asked to review the recommendations of the standard setting committee and to adopt "cut" scores in May 2013 for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the VGLA reading assessments and *pass/proficient* and *pass/advanced* for the VGLA science assessments.

#### **Impact on Fiscal and Human Resources:**

The costs for the standard setting process and for the implementation of the cut scores in the reporting system for VGLA are included in the state testing contract.

**Timetable for Further Review/Action:**

Final Review – May 23, 2013

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education accept for first review cut scores for the achievement levels of *fail/basic*, *pass/proficient*, and *pass/advanced* for the grades 3-8 reading assessments and *pass/proficient* and *pass/advanced* for the grades 3, 5, and 8 science assessments as follows:

Reading

- Grade 3: 31% percent of the total possible points for fail/basic, 63% of the total possible points for pass/proficient, and 85% of the total possible points for pass/advanced
- Grade 4: 31% of the total possible points for fail/basic, 61% of the total possible points for pass/proficient, and 86% of the total possible points for advanced
- Grade 5: 34% of the total possible points for fail/basic, 61% of the total possible points for pass/proficient, and 87% of the total possible points for pass/advanced
- Grade 6: 35% of the total possible points for fail/basic, 61% of the total possible points for pass/proficient, and 87% of the total possible points for pass/advanced
- Grade 7: 34% of the total possible points for fail/basic, 64% of the total possible points for pass/proficient, and 87% of the total possible points for pass/advanced
- Grade 8: 39% of the total possible points for fail/basic, 63% of the total possible points for pass/proficient, and 87% of the total possible points for pass/advanced

Science

- Grade 3: 58% of the total possible points for pass/proficient, and 86% of the total possible points for pass/advanced
- Grade 5: 58% of the total possible points for pass/proficient, and 85% of the total possible points for pass/advanced
- Grade 8: 52% of the total possible points for pass/proficient, and 84% of the total possible points for pass/advanced

**Summary and Background Information on Proposed Cut Scores  
for the VGLA Assessments for Grades 3-8 Reading and Grades 3, 5, and 8 Science**

	Pass/Proficient				Pass/Advanced			
	Background Information	Standard Setting Summary			Background Information	Standard Setting Summary		
Test Name	Pass/Proficient Cut Score (Percent of Total Points Earned) for the Previous VGLA Assessment	Round 3 Median (Percent of Total Points Earned)	Articulation Committee Recommendation (Percent of Total Points Earned)	Superintendent's Recommendation (Percent of Total Points Earned)	Pass/Proficient Cut Score (Percent of Total Points Earned) for the Previous VGLA Assessment	Round 3 Median (Percent of Total Points Earned)	Articulation Committee Recommendation (Percent of Total Points Earned)	Superintendent's Recommendation (Percent of Total Points Earned)
Grade 3 Reading	65%	57%	59%	63%	88%	83%	85%	85%
Grade 4 Reading	62%	54%	57%	61%	88%	90%	86%	86%
Grade 5 Reading	63%	59%	57%	61%	88%	84%	87%	87%
Grade 6 Reading	61%	61%	60%	61%	89%	79%	87%	87%
Grade 7 Reading	64%	64%	62%	64%	89%	79%	87%	87%
Grade 8 Reading	66%	59%	56%	63%	89%	84%	87%	87%
Grade 3 Science	55%	58%	58%	58%	90%	83%	86%	86%
Grade 5 Science	52%	55%	58%	58%	81%	82%	85%	85%
Grade 8 Science	54%	52%	52%	52%	90%	77%	84%	84%

**Summary and Background Information on Proposed Cut Scores  
for the for the VGLA Assessments for Grades 3-8 Reading**

	Fail /Basic			
	Background Information	Standard Setting Summary		
Test Name	Pass/Proficient Cut Score (Percent of Total Points Earned) for the Previous VGLA Assessment	Round 3 Median for Basic (Percent of Total Points Earned)	Articulation Committee Recommendation (Percent of Total Points Earned)	Superintendent's Recommendation (Percent of Total Points Earned)
Grade 3 Reading	39%	23%	28%	31%
Grade 4 Reading	37%	25%	28%	31%
Grade 5 Reading	41%	34%	33%	34%
Grade 6 Reading	36%	36%	35%	35%
Grade 7 Reading	42%	37%	33%	34%
Grade 8 Reading	41%	46%	39%	39%