

Virginia Board of Education Agenda Item



Agenda Item: E

Date: October 27, 2016

Title	Final Review of Proposed Local Alternative Assessment Guidelines		
Presenter	Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement		
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Purpose of Presentation:

Action required by state or federal law or regulation.

Previous Review or Action:

Previous review and action. Specify date and action taken below:

September 22, 2016: First Review

Action Requested:

Final review: Action requested at this meeting.

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

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

Background Information and Statutory Authority:

Goal Three: The approval of the proposed guidelines for local assessments will support expanded opportunities for student learning.

Goal Six: The approval of the proposed guidelines for local assessments will promote sound policies for student success.

The 2014 Acts of Assembly eliminated the following Standards of Learning (SOL) assessments: Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865 and United States History:1865 to the Present. In addition, the legislation requires school divisions to administer alternative assessments, consistent with Virginia Board of Education guidelines, to students in grades three through eight in each subject area in which SOL assessments were eliminated by the legislation. According to the legislation, the Virginia Board of Education was to develop guidelines that “1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the

subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.”

Be it enacted by the General Assembly of Virginia that §[22.1-253.13:3](#) of the Code of Virginia is amended as follows:

“Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.”

On September 18, 2014 the Board approved *Local Alternative Assessment Guidelines Developed in Response to 2014 Acts of Assembly*. These guidelines, which were for the 2014-2015 school year, acknowledged that the legislation’s timeline provided school divisions with an immediate deadline to implement the local assessments. As such, the guidelines for the 2014-2015 year provided school divisions with considerable flexibility.

During the 2014-2015 and 2015-2016 school years, grants were provided to the eight Superintendent’s Regions to support professional development in the development and implementation of performance assessments. A report on the use of these grants by school divisions was provided to the Board’s Committee on School and Division Accountability meeting at the March 16, 2016, meeting. At the same meeting the results of the desk audits of the local alternative assessment implemented in a sample of school divisions in 2014-2015 was provided to the Board. A copy of the March 2016 presentation to the Board may be found in Attachment A.

As part of the support to school divisions in implementing performance assessments, during the 2015-2016 school year, Dr. Chris Gareis from William and Mary worked with school division representatives to develop a framework to assist school divisions in evaluating their progress in moving toward the use of performance assessments. The framework, entitled *Framework for Local Alternative Assessment Implementation*, is included as a part of the proposed Local Alternative Assessment Guidelines found in Attachment B and may also be found on the Department’s website at http://doe.virginia.gov/testing/local_assessments/framework-for-laa-implementation.pdf.

On September 26, 2016, the Virginia Department of Education co-sponsored a conference entitled *Assessing for Deeper Learning: A Transformative Pathway to Prepare Virginia Students for the Future* with the Jobs for the Future organization. Conference sessions provided school division personnel with more detailed information about the use of the framework to evaluate their progress in moving toward the implementation of performance assessments. In addition, the conference provided opportunities for participants to hear from national speakers about performance assessments and from local school divisions about their experiences in implementing performance assessments in their schools.

Summary of Important Issues: New *Local Alternative Assessment Guidelines* have been developed based on the experiences of local school divisions in implementing these assessments in 2014-2105 and 2015-2016. The new guidelines, found in Attachment B, are intended to clarify the expectation that school divisions are to demonstrate progress in moving toward the use of performance assessments in their schools. School divisions are expected to use the *Framework for Local Alternative Assessment Implementation* to assess their progress in implementing performance assessments in their divisions and to report their status on the continuum to the Department of Education. Department staff will use the results to plan professional development. For the 2016-2017 school year, school divisions will be expected to use at least one performance assessment in classrooms where Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865 and United States History from 1865 to the Present are taught. In 2017-2018 school divisions will be expected to share examples of performance assessments across divisions and by 2018-2019 school divisions should be prepared to partner with other divisions to score some of the assessments from each other's schools.

Changes to the *Local Alternative Assessment Guidelines* since the September 22, 2016, board meeting are shown in strikethrough and underline format and are highlighted in yellow in Attachment B. A summary of the changes follows:

- Deleted the term “authentic” in several instances at the advice of Department of Education staff who indicated that this term is confusing to school division staff
- Provided more detail about the *Framework for Local Alternative Assessment Implementation*
- Clarified expectations for content coverage if integrated assessment covering more than one content area are used
- Clarified retention of documents for potential desk reviews

Impact on Fiscal and Human Resources:

Costs will be absorbed within the Department of Education's existing resources.

Timetable for Further Review/Action:

Upon approval by the Board of Education, the approved guidelines will be disseminated to school divisions via a Superintendent's Memorandum.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education approve the proposed local alternative assessment guidelines to replace those adopted by the Board in September 2014.

Rationale:

Approval of the new local alternative assessment guidelines will clarify the expectations for school divisions to implement local performance assessments and provide guidance for them to use in determining where their divisions are in the implementation process.

Local Alternative Assessments

**Virginia Board of Education
Committee on School and Division Accountability
March 16, 2016**



Background: Legislative Mandate

Legislation in the 2014 General Assembly amended

[§ 22.1-253.13:3.C](#) of the *Code of Virginia* to eliminate several Standards of Learning (SOL) tests:

- **Grade 3 History,**
- **Grade 3 Science,**
- **Grade 5 Writing,**
- **United States History to 1865, and**
- **United States History: 1865 to the Present.**



Requirements for Local Alternative Assessments

The legislation required each local school board to

- annually certify that it has provided instruction in the content assessed by the eliminated tests, and
- administer an alternative assessment, consistent with Virginia Board of Education guidelines, to students in grades three through eight in each SOL subject area in which the SOL assessment was eliminated.



Plans for Use of Local Alternative Assessments

- **School divisions were asked to prepare plans that describe how local assessments designed to inform instruction would be implemented in 2014-2015 as well as how their use would be expanded in 2015-2016 and beyond.**
- **Desk reviews of selected school divisions as required by the guidelines were conducted during the summer of 2015.**
- **Purpose of the “desk reviews” was to determine the types of alternative assessments that were administered. Reviews will also help Department staff to identify “best practices” for sharing and distribution to other Virginia school divisions.**

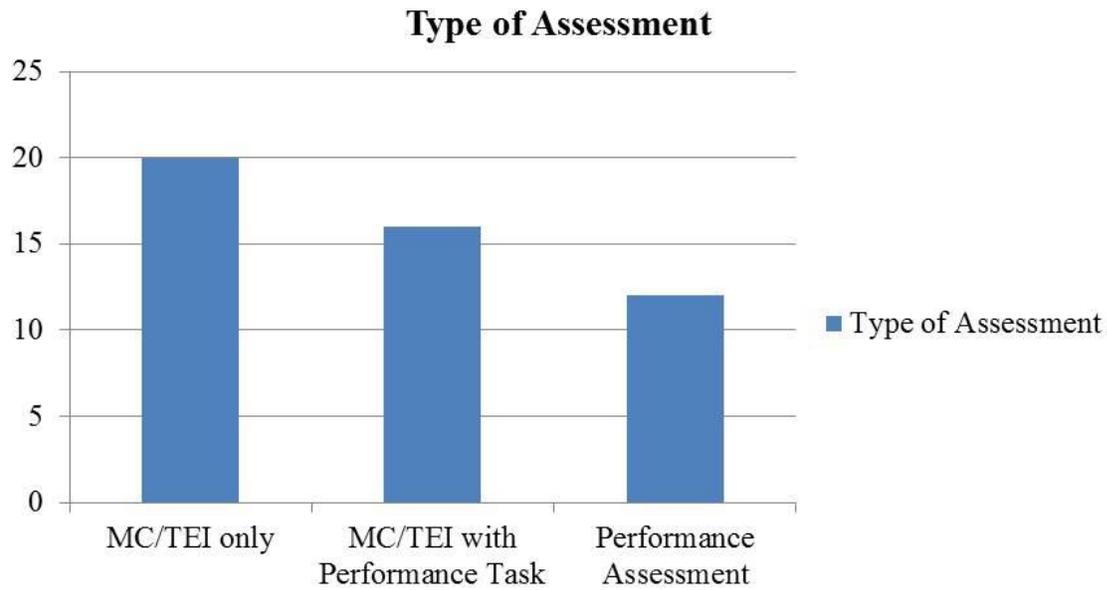
Desk Review of Local Alternative Assessments

- **VDOE selected three school divisions from each of the eight regions**
- **Requested information for two assessments from each school division, resulting in 48 assessments being submitted**
- **Chose a diverse selection of school divisions:**

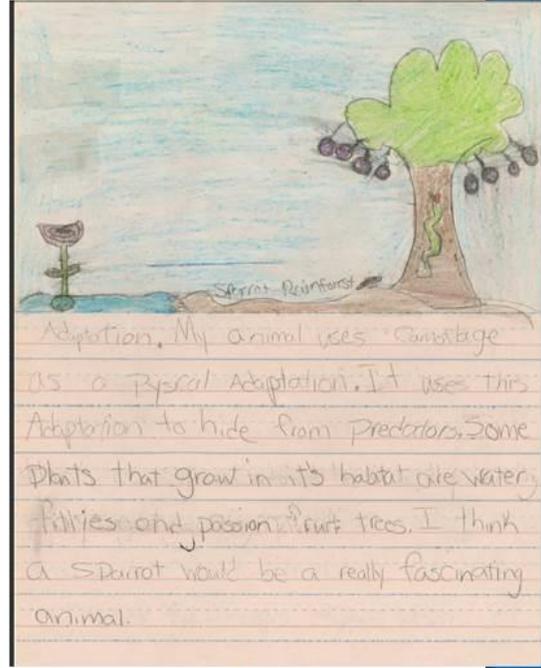
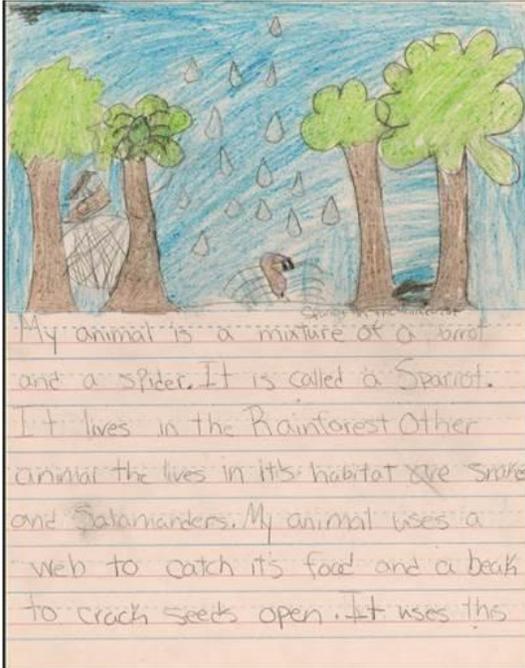
Rural, Distant	6
Rural, Fringe	5
Suburb, Large	4
Town, Distant	5
City, Middle	1
City, Small	3



Summary of Desk Review Results



Sample Performance Assessment Grade 3 Science



Sample Performance Assessment

Grade 3 History

Citizens Who Defended Basic Principles Coin

Many famous Americans have shaped our country by defending the basic principles of life, liberty, the pursuit of happiness, and equality under the law. Your task is to choose the famous American you believe had the greatest impact on our country, and design a commemorative coin honoring him or her and their achievements. Then create a persuasive essay or presentation convincing the government to choose your coin.



Rosa Parks

Rosa Parks was Black. Black people and white stayed apart. A man told Rosa to get out of her seat. She told him no. The police put her in jail. Black people stayed off the bus. Rosa told them no. Black people were mad. They walked with Rosa to work. One day they got back on the bus. Rosa gave speeches so people would learn. Segregation was not fair. She fought for equal bus rights and equal rest rooms and eating places.

I am Rosa Parks
By Rosa Parks
Puffin Books
New York
www.puffinbooks.com/RosaParks
I drew her picture. I can ride the bus to school. Thank you. Her brave act helped civil rights for all people.

Combined US History 1 and Grade 5 Writing Task

Culture and Lifestyles of American Indians: Diorama Project

Objective: Students will create an American Indian diorama illustrating the culture of one of the five American Indian tribes we have studied in class: the Inuit, Kwakiutl, Lakota, Pueblo, or Iroquois.

What is a diorama? A diorama is the three dimensional recreation of a scene. Dioramas are designed inside of a box.

Materials you may need:



- Shoebox
- Construction paper
- White glue or glue stick
- Markers or crayons
- Craft Items: pipe cleaners, popsicle sticks, scrap fabric, beads, pine cones, stones, bits of wood, paint, sculpting clay, toothpicks, etc.

Diorama Requirements:

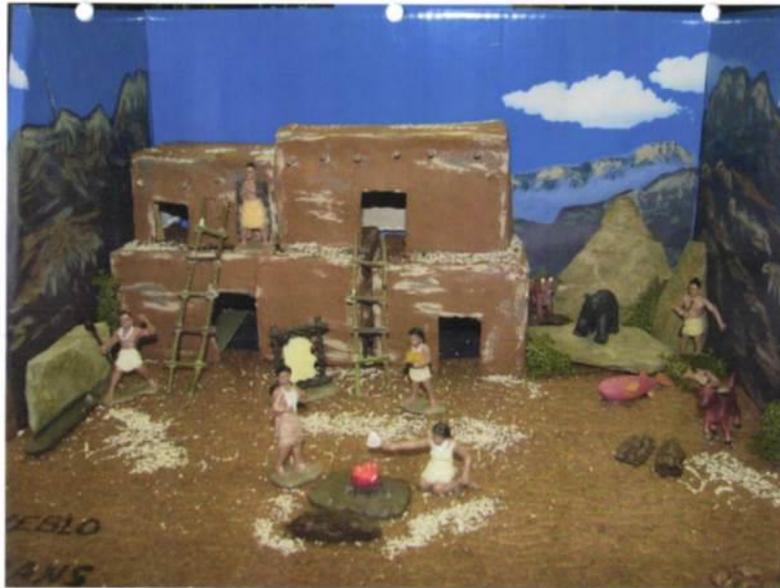
- Your name and tribe name displayed on project
- Landscape on 3 walls suggesting that of tribal area
- House type included
- Typical food gathered, hunted, or farmed
- Animals typically found in area



Written Requirements:

- Topic Sentence: Which tribe you made the diorama about
- 1 sentence stating which geographic region the tribe lived in
- 1 sentence about the type of house your tribe lived in
- 1 sentence about the type of food your tribe ate
- 1 sentence about the animals typically found in the area
- 1 sentence about how your tribe used the environment to meet their basic needs
- Paragraph should be written on an index card(s) and turned in separately

Sample Performance Assessment US History I



Sample Performance Assessment Grade 5 Writing

The Pueblo people, made up of the Hopi and the Zuni nations, have lived in the southwest longer than any other natives. The Hopi built homes on the Black Mesa in Oraibi, Arizona and the Zuni settled just south and east in what is now New Mexico. Pueblo homes were made from stone or adobe set atop high mesas. The houses were connected and sometimes several stories high. Their food consisted of squash, corn, beans, wild sagebrush, milkweed, and rabbit or deer meat if available. Animals found in the area might be rabbits, deer, antelope, and many desert-dwelling animals like snakes, lizards, and mice. The Pueblo used clay and grass to make their homes and built them under cliffs for protection.

Sample Performance Assessment

US History II

PERFORMANCE ASSESSMENT TASK Grade 7

UNIT I: Reconstruction After the Civil War

STANDARDS: USII.1a,d,e,h; USII.3a,b,c; USII.4c; SOL USII.3; USII.4

ENDURING UNDERSTANDING: Laws can be passed to protect the rights of the people, but attitudes cannot be legislated.

CONCEPTUAL UNIT QUESTION: Was Reconstruction a success?

SCENARIO: You are a reporter for *The Washington Bee*, the main newspaper in Washington, D.C. You have just heard Frederick Douglass, an abolitionist and African-American leader, speak on the Twenty-Fourth Anniversary of Emancipation in the District of Columbia, on April 16, 1886. In his speech, Douglass argues that although slavery has been abolished for more than 20 years, much remains to be done to ensure equal rights for African Americans in the United States. Since you heard the speech and have been covering African American issues for the paper, your editors have asked you to write a response to Douglass' speech. Do you agree with him? Has Reconstruction been a failure? Or does the evidence persuade you that it has been a success?

TASK: You will collect information from the documents provided to

- identify and explain Frederick Douglass' opinion about Reconstruction.
- identify the positive and negative outcomes of Reconstruction.
- interpret different viewpoints on Reconstruction.
- develop a written argument (editorial) that supports your point of view and persuades others of the accuracy of your point of view.
- give evidence of the arguments/outcomes that support your point of view.

DOCUMENTS: Use each of the documents provided to research information on your task. Use the DOCUMENTS GRAPHIC ORGANIZER to organize your information. Include and cite evidence from at least 3 of the documents in your product.

PRODUCT: Your editorial should include

- a position that either supports or opposes Douglass' claim that Reconstruction was a failure.
- at least 3 reasons that support your opinion.
- evidence from at least 3 documents included in the task.
- related content vocabulary.
- mechanics and spelling that are accurate.

REFLECTION: Think about life in the United States today. Do you think Frederick Douglass would be pleased with the civil rights progress that has been made since his speech, or would he feel that there is still progress to make? Write a 3-5 sentence paragraph explaining your ideas.

Local Alternative Assessments: Transition to New Paradigm in Teaching and Learning



Assistance Through Regional Grants

- **Many school divisions have been working in their regions to develop performance assessments through grants that were provided by the Department.**
- **Several school divisions plans mentioned implementing local alternative assessments that incorporated performance tasks in the future, as a result of this regional work.**

WHY?

- **Incorporate options for age appropriate authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure the students are making adequate academic progress in the subject area and that the Standards of Learning are being taught**
- **Permit and encourage integrated assessments that include multiple subject areas**
- **Emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments**



WHAT?

- **Establishment of a consistent understanding of alternative assessments,**
 - **Identification of the characteristics of well-constructed alternative assessments,**
 - **Development of rubrics to assess student mastery of content and skills, and**
 - **Analyses of data from the alternative assessments to identify students' strengths and weaknesses to guide instruction.**

HOW?

- **Regional Grants to support transformation of assessment options in Virginia, changing the teaching and learning paradigm.**
- **Collaboration between teachers and central office within and across districts in each region.**
- **Teacher created assessments and rubrics.**
- **Learning together to change teaching and learning in order to prepare Virginia students to learn in ways that include demonstrating content knowledge and essential life skills that prepare them for their future.**



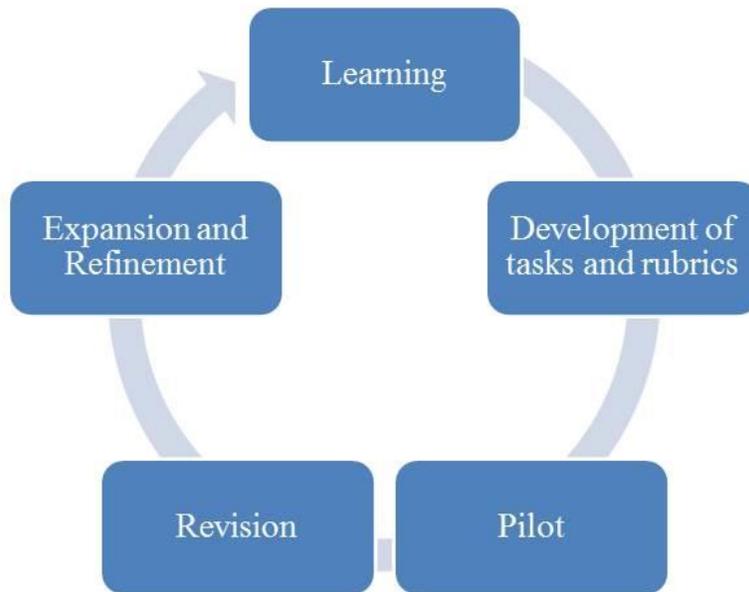
HOW?

- **University and professional organization partnerships for professional development**
 - University of Virginia
 - College of William and May
 - James Madison University
 - Old Dominion University
 - Virginia Commonwealth University
 - George Washington University
 - VASCD
 - VASS
 - VSUP

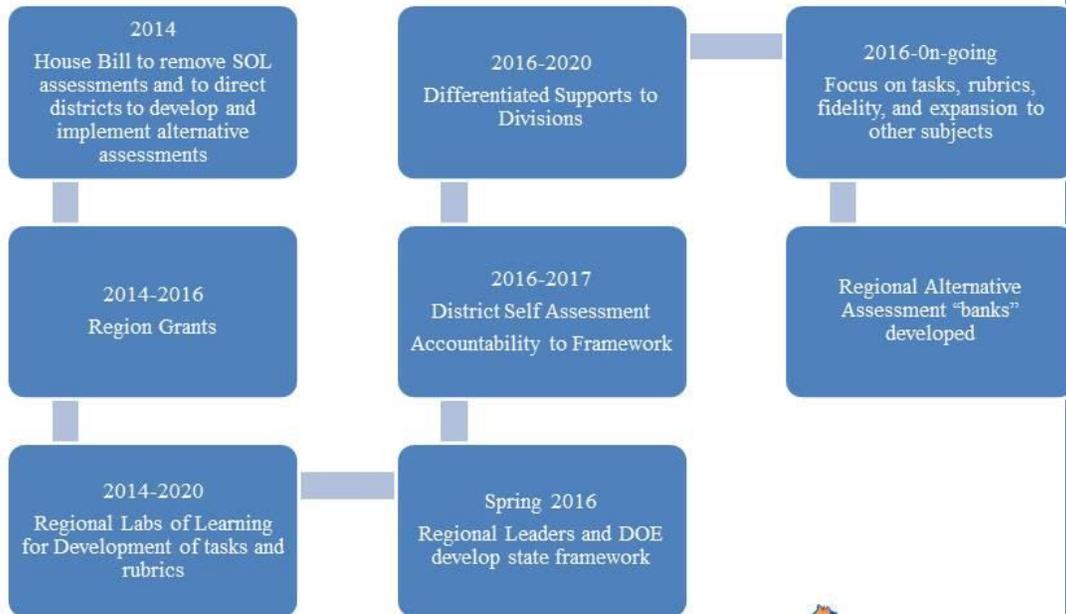


HOW?

Ongoing Process to Build Capacity



WHEN? 2014-2020



Challenges

- **Need for Region to Region communication to develop state consistency**
- **Need for TIME to transform teaching and learning. The change from multiple choice format requires new teacher skills for both instruction and assessment**
- **Need for flexibility in use of state funds that support region work for use in summer, all districts are supplementing funding to support this work in challenging budget times.**
- **Uncertainty about Virginia expectations, schools in sanctions prioritizing work**
- **Ensuring all divisions engage in journey**



Celebrations

- **All Regions engaged in the work of transforming assessment with collaboration among many divisions in each Region**
- **Many Regions using similar professional development creating commonalities across the Commonwealth**
- **Powerful teacher collaboration in each Region's professional development offerings. Teachers working with central office to develop tasks and rubrics. Virginia has great teachers engaged in this work**
- **Desire for Region communication**



Proposed Local Alternative Assessment Guidelines for 2016-2017 through 2018-2019

Legislative Mandate: House Bill 930 and Senate Bill 306

Legislation in the 2014 General Assembly amended [§ 22.1-253.13:3.C](#) of the *Code of Virginia* to eliminate several Standards of Learning (SOL) tests:

- Grade 3 History,
- Grade 3 Science,
- Grade 5 Writing,
- United States History to 1865, and
- United States History: 1865 to the Present.

Specifically, the *Code* now states (emphasis added):

The Standards of Learning assessments administered to students in grades three through eight shall not exceed (a) reading and mathematics in grades three and four; (b) reading, mathematics, and science in grade five; (c) reading and mathematics in grades six and seven; (d) reading, writing, mathematics, and science in grade eight; and (e) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board.

In addition to eliminating these SOL tests, the legislation also requires each local school board to annually certify that it has provided instruction and administered an alternative assessment, consistent with Virginia Board of Education guidelines, to students in grades three through eight in each SOL subject area in which the SOL assessment was eliminated. Specifically, the *Code* now states:

Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.

Legislative Intent

In response to increasing concern regarding the amount of testing in local school divisions and the time spent in test preparation activities, legislation passed in the 2014 General Assembly eliminated some of the tests previously used for accountability. The intent of the legislation was to encourage the greater use of assessments, such as performance assessments, that may be used by teachers to improve their instruction. Such assessments provide information about what

students have learned as well as the concepts and skills that they have not yet mastered.

Purpose of the Guidelines

The *Guidelines for Local Alternative Assessments for 2016-2017 through 2018-2019* are intended to clarify the expectation that school divisions are to demonstrate progress in moving toward the use of authentic performance assessments and provide a timeline for the implementation of performance assessments in Virginia schools. In addition, the guidelines are intended to encourage sharing high quality, authentic performance assessments, to help assess the need for ongoing professional development, and to provide the opportunity through a variety of approaches for students to be successful.

Definition of Authentic Performance Assessments

Performance assessments generally require students to perform a task or create a product that is typically scored using a rubric. Authentic performance assessments often include tasks that mirror those that might occur in a “real-life” situation.

Timeline for the Implementation of Performance Assessments

For the 2016-2017 school year, school divisions are expected to use at least one performance assessment in classrooms where Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865 and United States History from 1865 to the Present are taught. In 2017-2018 school divisions will be expected to share examples of performance assessments across divisions, and, by 2018-2019, school divisions should be prepared to partner with other divisions to score some of the assessments from each other’s schools.

The expanded use of authentic, performance assessments constitutes a direction for the Commonwealth that is still relatively new. As such there is no expectation that the performance assessments will be perfectly executed immediately; rather, this should be viewed as an opportunity to engage in innovation that will provide new opportunities for students to demonstrate their knowledge of the curriculum.

Expectations for Inclusion of SOL in Alternative Assessments

School divisions should administer assessments that incorporate either each strand or reporting category¹ for that content area and grade level (e.g., the Economics strand² for Grade 3 History/Social Science or the Civics and Economics Reporting Category for US History: 1865 to the Present). However, the assessments will not be expected to cover all of the content standards contained in that strand.

Certification That Content Has Been Taught and Assessments Administered

Scores from the local assessments will not be reported to the Department of Education. Instead local school boards and division superintendents will certify through the annual Standards of Quality (SOQ) compliance assurance that local alternative assessments measuring the Standards of Learning (SOL) and adhering to the Board’s guidelines have been administered. School divisions will be asked to prepare plans that describe how performance assessments that are designed to inform instruction will be implemented in 2016-2017 as well as how their use will be expanded in 2017-2018 and beyond. School divisions are expected to use the *Framework for Local Alternative Assessment Implementation* found at the end of these guidelines to assess their

progress in implementing performance assessments in their divisions and to include their status on the continuum in the plans submitted to the Department of Education. **The framework includes seven stages in the implementation of local performance assessments: readiness, design, develop, administer, use, account, and institutionalize/innovate. Included with the framework are two supplements that are intended to assist school divisions in determining in what stage they are in the continuum of implementing performance assessments. The first describes actions associated with each stage in the framework and the second identifies documents that could be used to verify a school division's placement in each stage. A third supplement provides examples of actions associated with enacting the vision of the Local Alternative Assessment Initiative.**

Desk Reviews

During the 2016-2017 through the 2018-2019 school years Department staff will conduct annual site visits or “desk reviews” in which documents will be examined and school division staff interviewed either by webinar or by telephone. The purpose of these reviews will be to determine how local school divisions are verifying that the content is being taught, to determine the types of alternative assessments that are being administered, to identify exemplars of performance assessments that may be shared with other school divisions, and to assist teachers, schools and school divisions in strengthening their own alternative, performance assessments. The reviews will help Department staff to identify “best practices” for sharing with other Virginia school divisions. School divisions are to retain the documents listed **below until the summer after the assessments are administered** as some of the documents may be examined as a part of the desk reviews.

- 1) Documentation that demonstrates that the assessments administered address each strand **or reporting category** included in the SOL for that grade and subject,
- 2) Copies of the assessments, **including performance tasks**, and
- 3) Any ancillary materials such as rubrics or sample student responses used to train teachers.

Development or Selection of Assessments

The selection of the local assessments is left to the discretion of the school division. Assessments used should be designed to provide feedback to parents and teachers regarding the extent to which the student has demonstrated proficiency in the content included in the SOL covered and should demonstrate progress in implementing performance assessments.

Local school divisions may choose to administer the same assessments for particular grade levels and content areas to all students in the division **or may provide schools with flexibility in choosing the assessments to be administered.** ~~The use of division wide assessments ensures consistency across the division so that the local school board and superintendent can certify that the assessments required by this legislation have been administered. If school divisions choose to allow more flexibility at the school level in selecting the assessments, the school division should prepare a written plan detailing the evidence from each school that will be reviewed by the local school board and superintendent to certify that the requirements of the legislation have been met.~~

Individuals with Disabilities Education Act

School divisions should be aware of the following requirement found in [Section 300.160 c \(1\) of the Individuals with Disabilities Education Act](#):

A State (or, in the case of a district-wide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section.

If school divisions choose to meet the local alternative assessment requirements through the use of division wide assessments, an alternate assessment for students with disabilities who cannot participate in regular division assessment must be provided.

Use of Integrated Assessments

The legislation encourages *integrated assessments that include multiple subject areas*. For example, a local assessment might address content from both grade 3 history and grade 3 science. If such assessments are used, the results should include information about the extent to which the student has demonstrated proficiency in **each reporting category or strand of the content of** each specific set of SOL covered.

Professional Development

The capacity of teachers to design and implement assessments that are intended to inform instruction is likely to vary widely across the Commonwealth. School divisions should evaluate the capacity and experience of their teachers in implementing such assessments and to use this information to design professional development. Professional development should encourage the collaboration of teachers within grades and across grades in implementing the assessments and in using their results in determining instructional needs. School divisions are encouraged to leverage the resources and established training opportunities available from professional organizations.

Use of Local Assessments in State Accreditation or Federal Accountability

The results of the local authentic assessments will not be used to designate state accreditation or federal accountability status.

¹School divisions should be aware that the Scientific Investigation, Reasoning, and Logic strand of the grade 3 Science SOL is not to be assessed separately from the content strands but rather included as a part of local alternative assessments for each content strand. This strand represents a set of systematic inquiry skills that defines what a student will be able to do when planning and conducting investigations within the physical, biological, and Earth sciences.

²The strands for history SOL are: 1) History, 2) Geography, 3) Economics, and 4) Civics

Framework for Local Alternative Assessment (LAA) Implementation

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Operational Definitions of Stages	Ensuring readiness in the personnel, technical, and organizational domains of the division in order to undertake the initiative, namely with regard the development and use of performance-based assessments (PBAs).	Similar to the work of an architect, making use of required guidelines and desirable qualities of alternative assessments to conceptualize Local Alternative Assessments (LAAs).	Similar to the work of an engineer, applying expert knowledge of the relevant academic disciplines, pedagogies, characteristics of child development, needs of special populations (e.g., ELL, SPED), and principles of assessment to create technically adequate (i.e., valid & reliable) LAAs.	Teachers administer and students complete LAAs; teachers and school leaders evaluate performance on LAAs.	LAA results are used to: <ul style="list-style-type: none"> a. evaluate student learning (summative), b. demonstrate student progress relative to Intended Learning Outcomes (ILOs), c. make formative decisions about instruction, and d. critique and strengthen the validity and reliability of the LAAs. 	LAA results are reported to constituents (parents, students, teachers), as appropriate.	Alternative assessments are incorporated within a balanced assessment system at the classroom level by teachers and at the school / division level by educational leaders; alternative assessment practices prompt innovative instruction and deeper learning.

Supplement 1: Essential Actions Relevant to the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
<p>Descriptions of Actions Considered Essential to Meeting the Intent of the LAA Initiative</p>	<ul style="list-style-type: none"> a. Awareness of requirements of the initiative among key personnel in the division (e.g., teachers, school leaders, school board). b. Assessment literacy of LAA developers. c. Assessment literacy for administrators. d. Leaders / champions for initiative identified within the division. e. Determination of either school- or division-level implementation of the LAA initiative. 	<ul style="list-style-type: none"> a. Create LAAs for removed SOL assessments. b. Align LAAs to SOL Strands or Reporting Categories. c. Create common language and template examples. d. Undertake a grass-roots process (i.e., teachers collaborating in designing PBAs). 	<ul style="list-style-type: none"> a. Align LAAs to relevant SOLs. b. Identify authentic performance-based tasks. c. Create of valid and reliable prompts. d. Identify relevant and feasible student response formats. e. Create accurate and reasonably objective performance criteria (i.e., rubrics). f. Identify appropriate accommodations for the inclusion of special populations (e.g., ELL, special education). 	<ul style="list-style-type: none"> a. Administer LAAs in designated grades / subjects. b. Score LAAs. c. Embed LAAs into curriculum maps and/or pacing guides. 	<ul style="list-style-type: none"> a. Evaluate student performance. b. Use results on LAA to adjust instruction and revise/ improve LAAs. c. Use results to demonstrate student growth / achievement. 	<ul style="list-style-type: none"> a. Report results to teachers, students, and parents. b. "Substantiate" LAAs to VDOE. 	<p>Review and revise division curriculum to reflect 21st century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), subject-specific skills, and integrated skills.</p> <p>Undertake initiatives through professional development and instructional supervision to align teachers' pedagogical practices to more authentic, engaging learning experiences.</p>

Supplement 2: Documents Relevant to Substantiating Compliance with the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Examples of Documents and Artifacts	Professional development materials	LAA design template	Local alternative assessments Anchor responses Inter-rater reliability protocols	Written directions for administering LAAs	Student score report template Sample student score reports	Aggregate student score reports Multi-year LAA development plan	Division-level strategic plan that includes vision and action plan for LAA initiative and innovation Balanced assessment plan

Supplement 3: Illustrative Examples of Enacting the Vision of the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Illustrative Examples	<p>Ensure broad-based awareness of and support for initiative among key stakeholders (e.g., teachers, students, parents, school board).</p> <p>Develop teacher and instructional leaders' capacity to create PBAs.</p>	<p>Align to broad educational aims, career and college readiness, 21st century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), and sophisticated learning goals (e.g., scientific inquiry, jurisprudential inquiry, writing for a variety of purposes and audiences).</p>	<p>Develop alternative assessments in non-tested grade levels to strengthen vertical alignment.</p> <p>Develop alternative assessments in non-tested subject areas to strengthen interdisciplinary integration and alignment.</p>	<p>Engage students in metacognitive / self-assessment protocols.</p> <p>Embed the use of alternative assessment practices throughout the year as a regular part of instructional units.</p>	<p>Provide public exhibitions / showcases of student performances and products.</p> <p>Pilot, analyze, and revise LAAs to strengthen validity, reliability, and authenticity.</p>	<p>Enact capstone assessments (e.g., exiting elementary school, exiting middle school, and exiting high school) within division.</p> <p>Utilize LAAs for school and teacher growth goals.</p>	<p>Expand use of performance assessments in non-tested grade-levels and subject areas.</p> <p>Develop teacher and instructional leaders' capacity to create PBAs</p> <p>Connect assessment and pedagogy to develop instructional methods and strategies</p> <p>Promote teachers' collaborative analysis of student work to critique and strengthen curriculum, instruction, and assessment.</p>