



ADMINISTRATOR'S MANUAL
2016–2017

**2016–2017 ASSESSMENT CALENDAR FOR THE
VIRGINIA ALTERNATIVE ASSESSMENT PROGRAM (VAAP),
VIRGINIA GRADE LEVEL ALTERNATIVE (VGLA),
AND VIRGINIA SUBSTITUTE EVALUATION PROGRAM (VSEP)**

2016

August 29 – November 16	<p>Register students for Fall 2016 Course Work Compilations (CWC) submissions in PearsonAccess (Student Data Upload (SDU) or manually)</p> <p>Remember, students must be registered prior to submitting the <i>VSEP Intent to Participate</i> forms to the VDOE.</p>
August 30	<p>Deadline for submitting <i>VAAP Grades Verification Report</i> to the Virginia Department of Education (VDOE)</p>
October 7	<p>Deadline to submit <i>VSEP Intent to Participate</i> form for:</p> <ul style="list-style-type: none"> • students in 1st semester block classes • fall term graduates • students enrolled in yearlong courses who will be submitting the CWC in the spring • CWC submitted in fall semester for retest purposes. (Student's previous attempt(s) was an online and/or paper SOL test.) <p>Deadline to submit <i>VSEP Resubmission</i> form for consideration in fall semester</p> <p>Deadline to submit <i>Special Permission Request</i> form for students in grades 6-8 enrolled in 2nd semester block classes and students in grades 3-8 enrolled in yearlong classes for:</p> <ul style="list-style-type: none"> • grades 3-8 <i>Mathematics</i> • grades 3-8 <i>Reading</i> • grade 5 <i>Science</i> • grade 8 <i>Science</i> • grade 8 <i>Writing</i> • Content Specific History: <i>Virginia Studies</i> • Content Specific History: <i>Civics & Economics</i>
November 11	<p>Deadline to submit all revised <i>VSEP Intent to Participate</i> forms for:</p> <ul style="list-style-type: none"> • students in 1st semester block classes • fall term graduates • students enrolled in yearlong courses who will be submitting the CWC in the spring • CWC submitted in fall semester for retest purposes (Student's previous attempt(s) was an online and/or paper SOL test.)
December 12	<p>Shipping materials arrive in school divisions to prepare Fall 2016 VSEP CWC for shipping to Pearson</p> <p>NOTE: Do not ship Fall VSEP CWC before January 3, 2017.</p>

2017

January 2 – March 31	Register students for Spring 2016 VSEP CWC submissions in PearsonAccess (SDU or manually)
January 2 – May 19	Register students for 2016 VAAP Collection of Evidence (COE) submissions (using Student Data Upload or manually)
January 2 – June 2	Register Limited English Proficient (LEP) students for Spring 2017 Collection of Evidence (COE) submissions (using student data upload or manually in PearsonAccess)
January 3	Ship Fall VSEP CWC and resubmissions of Spring 2016 CWC to Pearson. NOTE: Do not ship Fall VSEP CWC before January 3, 2017.
January 5	Due date for Fall VSEP CWC to arrive at Pearson
January 27	Fall 2016 VSEP preliminary reports available in PearsonAccess
January 27	Fall 2016 VSEP CWC returned to divisions
February 3	<p>Deadline to submit VSEP Intent to Participate form for:</p> <ul style="list-style-type: none"> • students in 2nd semester block classes • spring term graduates • CWC submitted in spring semester for retest purposes (Student's previous attempt(s) was an online and/or paper SOL test.) <p>Deadline to submit Special Permission Request form for students in grades 6-8 enrolled in 2nd semester block classes for:</p> <ul style="list-style-type: none"> • grades 6-8 <i>Mathematics</i> • grades 6-8 <i>Reading</i> • grade 8 <i>Science</i> • grade 8 <i>Writing</i> • Content Specific History: <i>Civics & Economics</i>
February 17	Deadline to submit VSEP Resubmission form for resubmissions of Fall 2016 CWC only
February 24	Deadline to ship Fall 2016 VSEP CWC for Rescore to Pearson
March 3	<p>Deadline to submit all revised VSEP Intent to Participate forms for:</p> <ul style="list-style-type: none"> • students in 2nd semester block classes • spring term graduates • CWC submitted in spring semester for retest purposes (Student's previous attempt(s) was an online and/or paper SOL test.)

March 27 – May 19	VAAP Collection of Evidence (COE) score entry available in PearsonAccess
March 27 – June 2	VGLA score entry available in PearsonAccess
April 3	VAAP and VGLA preliminary reports become available in PearsonAccess (Non-Audited COE only) VAAP and VGLA Audit Reports begin to post
April 28	Spring 2017 VSEP CWC shipping materials arrive in divisions
May 10	Deadline to ship Spring 2017 VSEP CWC and resubmissions of Fall 2016 CWC to Pearson
May 12	Due date for Spring VSEP CWC to arrive at Pearson
May 19	Spring 2017 VSEP preliminary reports available in PearsonAccess
June 2	Deadline for VGLA score entry Spring 2017 VSEP CWC returned to divisions Shipping materials for VAAP COE selected for audit arrive in divisions
June 7	Deadline to ship VAAP COE selected for audit to Pearson
June 9	Due date for VAAP COE selected for audit to arrive at Pearson
June 13	Shipping materials for VGLA COE selected for audit arrive in divisions
June 15	Deadline to ship audited VGLA COE to Pearson
June 19	Due date for audited VGLA COE to arrive at Pearson
June 30	Deadline to ship Spring 2017 VSEP CWC for Rescore to Pearson
July 10	All VAAP scores are reported in the student data extract in PearsonAccess
July 12	All VGLA scores are reported in the student data extract in PearsonAccess
July 14	Deadline for submitting VAAP COE and VGLA Score Correction Requests to VDOE
July 21	Audited VGLA COE returned to divisions
July 28	Authorization to Proceed (ATP) due date: VAAP, VGLA, VSEP
July 28	Audited VAAP COE returned to divisions

August 18

Deadline for ordering printed reports.

For assistance ordering reports, refer to *How to Request Printed Reports*, available in PearsonAccess (select the Support link; then, under Resources, select Reports).

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WHAT'S NEW FOR 2016–2017

Carefully review this *Virginia Alternative and Alternate Assessments Administrator's Manual* and the *Virginia Grade Level Alternative (VGLA)*, *Virginia Substitute Evaluation Program (VSEP)*, and *Virginia Alternate Assessment Program (VAAP) Implementation Manuals*, in addition to other related resources. A summary of "What's New" is listed below.

VSEP Intent to Participate Form Updated

- Section IV, Justification, has been updated to provide clarification of information to be included.

High School VAAP Submission Schedule

- Divisions have the option either to continue the submission of required VAAP content areas in grade 11 only or to develop a schedule in which one or more content areas are submitted in grades 9, 10, or 11. Divisions electing to develop a schedule must complete the VAAP Grades Verification Report located in the Educational Registry Application (ERA) found in the Single Sign-on for Web systems (SSWS). The ERA application opens on July 6, 2016. The deadline for the report is August 30, 2016.

IMPORTANT REMINDERS FOR 2016–2017

Manual Format

- The *2016-2017 Virginia Alternative and Alternate Assessments Administrator's Manual* provides information for administrators who have responsibilities for the VGLA, VSEP, and/or VAAP. It includes the following information:
 1. Important dates
 2. Assessment options for students with disabilities
 3. Roles and responsibilities of school division staff
 4. Transmittal of student evidence between school divisions
 5. Administrator's training outline
 6. Overview of implementation and scoring guidelines for VGLA
 7. Overview of implementation guidelines for VSEP
 8. Overview of implementation and scoring guidelines for VAAP
 9. VGLA and VAAP local scoring guide
 10. Frequently asked questions by teachers about VGLA, VSEP, and VAAP
 11. Program forms
 12. Checklists
 13. Procedures for reporting assessment irregularities
 14. Virginia General Assembly legislation regarding the repercussions of violating test security
 - § 22.1–292.1 Violation of test security procedures: revocation of license
 - § 22.1–19.1 Actions for violations of test security procedures

NOTE: Please destroy all previous *Virginia Alternative and Alternate Assessments Administrator's Manuals*.

Procedures for Reporting Irregularities and Violations

- Irregularities involving the alternative/alternate assessment programs must be reported to the Virginia Department of Education (VDOE) as instructed by the Division Director of Testing (DDOT) using the *Testing Irregularity Web Application System (TIWAS)*. For more information refer to Section 9.2.
- As part of the Virginia Accountability System, inappropriate administration of the alternative/alternate assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning (SOL) assessments. Please read the legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1 in Appendix G.

IMPORTANT REMINDERS FOR 2016–2017, continued

All known violations of the assessment procedures and security guidelines shall be reported to the Virginia Department of Education Division of Student Assessment and School Improvement by any of these methods: E-mail: Student_Assessment@doe.virginia.gov; phone: (804) 225-2102; or mailed to: Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

VGLA, VSEP, and VAAP Reminders

- School principals (or designees) must ensure that all Individualized Education Program (IEP) Teams, 504 Committees, and Limited English Proficient (LEP) Committees understand the participation criteria and apply them appropriately when considering students for alternative/alternate assessments.

Participation of Students with Disabilities

- For guidance in determining the most appropriate method for students with disabilities to participate in the Virginia Assessment Program, consult the document *Students with Disabilities: Guidelines for Assessment Participation*, available on the Virginia Department of Education’s Web site at:
www.doe.virginia.gov/testing/participation/index.shtml

Participation of LEP Students

- For guidance in determining LEP students’ participation in the Virginia Assessment Program, consult the document *Limited English Proficient Students: Guidelines for Assessment Participation*, available on the Virginia Department of Education’s Web site at:
www.doe.virginia.gov/testing/participation/index.shtml
- Evidence for VGLA, VSEP, and VAAP collections must be completed under the supervision of the content area teacher or other school personnel and under testing conditions in which the student does not have access to the subject content or curriculum, hints, clueing, prompts, or test taking strategies that would provide an unfair advantage.

VGLA Reminders

Use Current Materials

- Ensure that only the 2016-2017 VGLA forms and checklists, located in the appendices of the *VGLA Implementation Manual*, are used in conjunction with 2016-2017 submissions. Please destroy all “old” VGLA forms and checklists.

IMPORTANT REMINDERS FOR 2016–2017, continued

Participation of Limited English Proficient (LEP) Students in the VGLA Reading Assessment

- The VGLA *Reading* assessment is available **only** to LEP students in grades 3-8 who meet the eligibility requirements as stated in the *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*, available on the Virginia Department of Education’s Web site at:
www.doe.virginia.gov/testing/participation/index.shtml
- For 2016-2017, the Overall Proficiency Level from the Spring 2016 online or paper ACCESS for ELLs 2.0 test must be used to determine an LEP student’s eligibility for participation in the VGLA *Reading* assessment.
- If the LEP student does not have an Overall Proficiency Level from the Spring 2016 online or paper ACCESS for ELLs 2.0 test, the composite score from one of the following LEP student screening assessments may be used:
 - the Grade Adjusted Composite Proficient Level from the WIDA-ACCESS Placement Test (W-APT™) administered during the 2016-2017 school year; **OR**
 - the Overall Proficiency Level from the WIDA Measure of Developing English Language (MODEL™) Assessment administered during the 2016-2017 school year.

VSEP Reminders

Participation Guidelines

- Students are not permitted to participate in the VSEP and the SOL assessments for the same subject area during the same administration.

VSEP Participation Criteria

- The school principal (or designee) must ensure that all Individualized Education Program (IEP) Teams/504 Committees understand the VSEP participation criteria and apply them appropriately when considering students with disabilities for the VSEP (refer to the *VSEP Implementation Manual*).

Use Current Materials

- Ensure that only the 2016-2017 VSEP manual, forms, and checklists, located in the appendices of the *VSEP Implementation Manual*, are used in conjunction with 2016-2017 submissions. Please destroy all “old” VSEP manual, forms, and checklists.

IMPORTANT REMINDERS FOR 2016–2017, continued

Standards, Blueprints, and Curriculum Frameworks

- Since revisions to the SOL in all content areas have been completed, it is important that teachers use the correct SOL, blueprints, and curriculum framework to guide the CWC process for first time submissions as well as resubmissions. Refer to Section 7.2 for more information.

VSEP Evidence

- Anecdotal records and captioned photographs are not allowed as evidence in the VSEP CWC.
- VSEP evidence must be completed in the presence of the content teacher or other school personnel and under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers (refer to the *VSEP Implementation Manual*).
- Multiple attempts by students to complete the same work samples using worksheets, tests, or quizzes are not acceptable as evidence. Work samples submitted as evidence must not have been attempted before by the student individually or as a member of an instructional group (refer to the *VSEP Implementation Manual*).
- If evidence in the VSEP CWC is clearly below the level of the SOL, the highest score point the student can achieve is “1.”

Multiple-Choice Evidence for the Grade 8 or EOC Writing assessment

- The Virginia Department of Education will consider requests from school divisions to allow evidence presented in a multiple-choice format for selected students participating in the VSEP Grade 8 or End-of-Course *Writing* assessment. Refer to the *VSEP Implementation Manual* for details regarding the request procedure.

VAAP Reminders

Use Current Materials

- Ensure that only 2016-2017 VAAP forms, and checklists, located in the *VAAP Implementation Manual*, are used in conjunction with 2016-2017 submissions. Please destroy all “old” VSEP forms and checklists.

School Administrator’s Role

- The school principal (or designee) must ensure that all Individualized Education Program (IEP) Teams understand the VAAP participation criteria and apply them appropriately when considering students with disabilities for the VAAP.

IMPORTANT REMINDERS FOR 2016–2017, continued

VAAP Aligned Standards of Learning (ASOL)

- To comply with the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA) and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia, 2009*, students in grades 3 through 8 who are participating in the VAAP are required to submit evidence in the same subject areas as required of their non-disabled peers in the same grade level. High school students participating in the VAAP are required to submit a Collection of Evidence (COE) for the content areas of *Reading, Writing, Mathematics, Science, and History/Social Science*.
- Appropriate content level standards, Aligned Standards of Learning (ASOL), have been identified for each content area. The ASOL provide students with significant cognitive disabilities access to SOL content that has been reduced in complexity and depth.
- For the list of ASOL by each content area, refer to the VAAP Implementation Manual or the Virginia Department of Education's Web site:

www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

Local Scoring of VAAP Collections

- In 2016-2017, school divisions will score their VAAP COE. Audits of selected VAAP COE will be conducted in June. The purpose of the audit is to ensure that the school division scorers are appropriately applying the scoring rubric to student evidence.

High School VAAP Submission Schedule

- Divisions have the option either to continue the submission of required VAAP content areas in grade 11 only or to develop a schedule in which one or more content areas are submitted in grades 9, 10, or 11. For example, the division may determine that VAAP *Science* will be collected in grade 9, *History/Social Science* in grade 10, and *Reading, Writing, and Mathematics* in grade 11. Please consult your DDOT for your division's schedule.

1. USE OF THIS MANUAL FOR THE 2016-2017 ALTERNATIVE AND ALTERNATE ASSESSMENTS

The Virginia Alternative and Alternate Assessments are designed to provide access to state assessments for eligible students with special needs. The *2016-2017 Virginia Alternative and Alternate Assessments Administrator's Manual* describes procedures for implementation of the following evidence-based assessments:

- Virginia Grade Level Alternative (VGLA) *Reading* assessment
- Virginia Substitute Evaluation Program (VSEP)
- Virginia Alternate Assessment Program (VAAP)

This manual is a resource for principals, assistant principals, special education administrators, Directors of Instruction, and Title III Coordinators, as well as the School Coordinator and Division Director of Testing. It is organized into general sections that include information pertinent to VGLA, VSEP, and VAAP and program specific sections. Section 11, *VGLA and VAAP Local Scoring Guide*, provides detailed information for local scoring events. Program specific forms are located in the appendices:

- VGLA forms are in Appendix A;
- VSEP forms are in Appendix B;
- VAAP forms are in Appendix C;
- general forms are in Appendix D;
- forms for use with local VGLA/VAAP scoring events are in Appendix E;
- examples of student work for use during local VGLA/VAAP scoring events are located in Appendix F; and
- procedures for reporting assessment violations are in Appendix G.

More detailed information about each assessment is available in the appropriate implementation manual.

2. ALTERNATIVE AND ALTERNATE ASSESSMENTS WITHIN THE STATE ACCOUNTABILITY SYSTEM

The *No Child Left Behind (NCLB) Act of 2001* requires that all students, including those with disabilities and those with limited proficiency in English, be assessed on statewide accountability measures. The *Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)* requires students with disabilities to participate in the same state assessments as those required of their non-disabled peers in the same grade level. Effective July 2009, the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* require students with disabilities to participate in state assessments in the same content areas as their non-disabled peers (Testing Memo No. 797, dated September 21, 2009, *Participation of Students with Disabilities in State Assessments*).

For all students with disabilities identified under IDEIA, the Individualized Education Program (IEP) Team determines how the student will participate in the accountability system. For students identified

under *Section 504 of the Rehabilitation Act of 1973* as amended, the 504 Committee determines how the student will participate.

In Virginia, students with disabilities have several options for participating in the state accountability system. They may participate in the Standards of Learning (SOL) assessments without or with accommodations.

The VSEP is available to students with disabilities who are enrolled in courses or who have passed courses with End-of-Course (EOC) SOL assessments and students in grades 9-12 who need the grade 8 literacy and numeracy certification required to earn a Modified Standard Diploma. (**NOTE:** The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013-2014 school year.) All students with disabilities participating in the VSEP must meet the criteria established by the Virginia Department of Education. All participation decisions are the responsibility of the student's IEP Team or 504 Committee. Students are not allowed to participate in the VSEP and the SOL assessment for the same subject area test during the same administration.

With special permission from the Virginia Department of Education, students with disabilities in grades 3-8 may submit a Course Work Compilation (CWC) which demonstrates their knowledge and skill in the content area(s) of: Grades 3-8 *Mathematics* and/or *Reading*, Grade 5 *Science*, Grade 8 *Science*, Grade 8 *Writing*, and/or *Content Specific History (Virginia Studies and Civics & Economics)*. Typically students eligible to submit CWCs have experienced a new disability, rapid deterioration in skills, or a unique disability that prevents the student from accessing the SOL assessment even with allowed testing accommodations.

The Virginia Modified Achievement Standards Test (VMAST) is an alternate assessment available to students who are identified as disabled under IDEIA and Section 504 and are instructed in grade level content, but are not likely to achieve proficiency in the same timeframe as their non-disabled peers.

- Grades 3-8 VMAST *Mathematics* and Grades 3-8 VMAST *Reading* are no longer available.
- Grade 8 VMAST *Mathematics* and Grade 8 VMAST *Reading* remain available only to high school students with disabilities who are pursuing a Modified Standard Diploma, who meet the VMAST participation criteria, and who need to pass the Grade 8 *Reading* and/or *Mathematics* tests to meet the requirements of this diploma.
NOTE: the Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013-2014 school year.
- VMAST *Algebra I* and EOC VMAST *Reading* are available to high school students with disabilities pursuing a standard diploma with credit accommodations following these criteria:
 - The student must have passed the course.
 - The student must have taken the end-of-course test at least twice, with the test scores being 374 or below.
 - The student must meet the VMAST Participation Criteria.
- VMAST *Algebra I* and EOC VMAST *Reading* will remain available for students with disabilities who were administered the VMAST *Algebra I* and/or EOC *Reading* tests for the first time prior to Summer 2014 and are seeking to retake the test(s) for verified credit following these criteria:

- The student must have passed the course prior to Summer 2014.
- The student must meet the VMAST Participation Criteria.
- The test must be coded as re-test.

Under the IDEIA, P.L. 108-446, and the NCLB, P.L. 107-110, students with the most significant cognitive disabilities may be assessed through an alternate assessment with grade-level state standards that have been “reduced in complexity and depth.” This concept is referred to as aligning content level standards. The concept of aligned content level standards for students with significant cognitive disabilities has been addressed in the design and implementation of the VAAP.

For guidance in determining the most appropriate method for students with disabilities to participate in the assessment component of Virginia’s Accountability System, divisions should consult the document *Students with Disabilities: Guidelines for Assessment Participation*, available on the Virginia Department of Education’s Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

The Virginia Grade Level Alternative (VGLA) *Reading* assessment is an alternative assessment for the SOL Reading tests in grades 3-8. The VGLA *Reading* assessment is available **only** to Limited English Proficient (LEP) students in grades 3-8 who meet the eligibility criteria. LEP students are required to demonstrate individual achievement of grade-level *Reading* content standards as presented in the SOL test blueprint.

For more information on the eligibility requirements for LEP students’ participation in the VGLA *Reading* assessment, refer to the document *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*, available on the Virginia Department of Education’s Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

3. SCHOOL DIVISION RESPONSIBILITIES FOR THE ALTERNATIVE AND ALTERNATE ASSESSMENTS

Various school division personnel are responsible for the implementation of the VGLA, VSEP, and VAAP. However, the primary staff includes the following:

School Division Staff	VGLA	VSEP	VAAP
Division Director of Testing (DDOT)	X	X	X
Director of Special Education	X	X	X
Director of Instruction	X	X	X
Title III Coordinator (VGLA <i>Reading</i> only)	X		
School Administrator	X	X	X
School Coordinator	X	X	X
Course Content Teacher	X	X	

School Division Staff	VGLA	VSEP	VAAP
Special Education Teacher	X for dually identified students	X	X
English as Second Language (ESL) Teacher (VGLA <i>Reading</i> assessment only)	X		
Related Services Personnel and Paraprofessionals	X	X	X

Before implementing the alternative and alternate assessments, each administrator and coordinator should review this manual to become familiar with the responsibilities of all individuals. A brief explanation of the roles and responsibilities of each of division personnel follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has division-wide responsibility for implementation of the VGLA, VSEP, and VAAP.

The DDOT is primarily responsible for the following:

- Assisting special education administrators in communicating information about the VSEP and VAAP to school personnel and parents;
- Assisting Title III coordinators in communicating information about the VGLA *Reading* assessment to school personnel and parents;
- Working closely with the Director of Special Education to review the *2016-2017 VSEP Intent to Participate* forms and *2016-2017 VSEP Special Permission Request* forms completed by each student's IEP Team/504 Committee to ensure compliance with the participation criteria, and completion of all required documentation prior to submitting the forms to the Virginia Department of Education;
- Ensuring that *VSEP Special Permission Request* forms are complete;
- Convening a local panel to review each completed *2016-2017 VSEP Evaluation Plan/Worksheet* before student work is collected for the Course Work Compilations (CWC);
- Working closely with administrators of special education, Title III Coordinators, principals, assistant principals, and School Coordinators to determine schedules, local procedures, and guidelines for the return of VGLA and VAAP Collections of Evidence (COE) and/or VSEP CWC to the central office for scoring and/or shipping;
- Ensuring that all procedures and guidelines are implemented for submission of COE and/or CWC;
- Coordinating the VGLA and VAAP local scoring events, audits, and related activities;
- Overseeing the shipment of VSEP CWC; and
- Distributing reports provided for the alternative and alternate assessments.

Administrators/Directors of Special Education

Administrators or Directors of Special Education play a crucial role in interpreting federal and state laws, regulations, and policies, as these relate to the implementation of the VGLA, VSEP, and VAAP. Administrators/Directors of Special Education are responsible for the following:

- Being familiar with IDEIA, NCLB, and state requirements regarding large-scale assessment and communicating these requirements to school personnel, including general and special educators;
- Assisting the DDOT to ensure that the VGLA *Reading* assessment, VSEP, and VAAP are implemented for eligible students according to established guidelines;
- Working closely with the DDOT to review the *2016-2017 VSEP Intent to Participate* forms and *2016-2017 VSEP Special Permission Request* forms completed by each student's IEP Team/504 Committee to ensure compliance with the participation criteria;
- In cooperation with the DDOT, identifying professional development needs of special education and related services personnel and providing and/or coordinating training;
- Addressing the professional development and supporting needs of staff involved in the preparation of the VGLA *Reading* assessment COE, the VAAP COE, and the VSEP CWC;
- Ensuring instructional materials are provided for staff responsible for the implementation of the VGLA *Reading* assessment, VSEP, and VAAP; and
- Collaborating with Parent Resource Centers or Parent Education and Training Centers (PEATC) to ensure that appropriate training and materials are available to parents.

Director of Instruction

The Director of Instruction plays an integral role in design and implementation of the division's instructional program. The Director of Instruction must ensure that all teachers, including special education teachers and teachers of LEP students, align instruction with the Standards of Learning (SOL). Special education teachers and teachers of LEP students should be included in division-wide SOL-related professional development activities and distribution of resources and materials.

Title III Coordinator

The Title III Coordinator is responsible for understanding the VGLA requirements and procedures as they relate to LEP students who are eligible for the VGLA *Reading* assessments. The Title III Coordinator may work with the DDOT, School Coordinator, School Administrator, Course Content Teachers, and ESL Teachers, as appropriate, to provide training, technical assistance, and support regarding LEP student participation in the VGLA *Reading* assessment.

School Administrator

The building principal and assistant principals play an important role in ensuring that the implementation of VGLA *Reading* assessment, VSEP, and VAAP are in accordance with state and federal regulations, laws, policies, and guidelines. Any questions that the school administrators have regarding the VGLA *Reading* assessment, VSEP, and VAAP are to be directed to the DDOT, Director of Special Education, or Title III Coordinator, as appropriate. Additional responsibilities include the following:

- Reviewing the alternate assessment requirements of IDEIA, NCLB, and the state located at:

- Federal Regulations, Laws, and Policies
www.doe.virginia.gov/special_ed/regulations/federal/index.shtml
- State Regulations, Laws, and Policies
www.doe.virginia.gov/special_ed/regulations/state/index.shtml
- Being familiar with NCLB requirements regarding the assessment of LEP students (refer to the *Limited English Proficient Students: Guidelines for Participation in the Virginia State Assessment Program*), located at:
www.doe.virginia.gov/testing/participation/lep_guidelines.pdf
- Becoming familiar with the information contained in the VGLA, VSEP, and VAAP implementation manuals as well as this manual;
- Reviewing the list of allowable accommodations for the SOL assessments to exercise the range of options available to students with disabilities and LEP students participating in the state assessment program;
- Reviewing the alternative and alternate assessments' participation criteria to make informed decisions as the instructional leader of the school;
- Ensuring that all IEP Teams/504 Committees understand the VSEP and VAAP participation criteria and that these criteria are applied appropriately when considering assessment options for students with disabilities;
- Ensuring that the LEP Committee understands the VGLA *Reading* assessment participation criteria for LEP students;
- Being familiar with effective instructional practices for students with significant cognitive disabilities;
- Ensuring that all students, including those with disabilities, have access to and show progress in the general curriculum. This refers to curricula based on the SOL for all students;
- Ensuring that there is a school-level process for the development of the students' COE or CWC;
- Ensuring that a process is being implemented for reviewing and monitoring the student's COE or CWC;
- Reviewing the contents of the COE or CWC prior to submission for scoring; and
- Ensuring that required components are included in each COE and/or CWC and that all affidavits are signed.

School Coordinator

The School Coordinator is the person designated within each school to serve as the point of contact between the DDOT and the school. The School Coordinator is responsible for ensuring that all procedures required for the VGLA, VSEP, and VAAP are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the COE and/or CWC to ensure that all SOL or Aligned Standards of Learning (ASOL), as appropriate, are addressed. Any questions the School Coordinator has regarding the VGLA, VSEP, and VAAP are to be directed to the DDOT, Director of Special Education, or Title III Coordinator, as appropriate. Additional responsibilities include the following:

- Distributing materials to the teachers;

- Ensuring teachers have submitted all COE and CWC by the school division's due date;
- Packaging the school's COE and CWC; and
- Delivering the school's COE and CWC to the DDOT.

Teachers of Students Participating in VGLA, VSEP, and VAAP

Teachers of students participating in the VGLA *Reading* assessment, VSEP, and VAAP play a critical role in implementing instructional programs addressing the SOL or ASOL and assessing a student's performance. The course content teacher is responsible for implementing the VGLA *Reading* assessment and VSEP according to the guidelines contained in the implementation manuals. The special education teacher is responsible for supporting the instruction of students in VSEP by providing effective strategies and adapting materials. The special education teacher is the primary teacher responsible for providing instruction for VAAP. Like the course content teacher, the special education teacher/case manager is responsible for implementing the VSEP and VAAP according to the established guidelines.

In general, the teachers' responsibilities include the following:

- Attending local training, as appropriate;
- Writing and/or implementing the student's IEP, 504 Plan, or LEP Student Assessment Participation Plan and providing guidance to the IEP Team, 504 Committee, or LEP Committee regarding the student's current level of abilities and skills. This information is essential to the decision-making process for selecting an appropriate assessment for students;
- Ensuring that written parental permission is obtained for the use of photographs (VAAP only) and video or audio recordings in accordance with the school division policies and procedures;
- Ensuring that the COE and CWC reflect the standards being assessed, determining how the student is taught on a daily basis, and supervising the school personnel who are a part of the student's instruction;
- Ensuring that the *Affidavit of Student Performance* for each COE and CWC is signed appropriately before submitting to the school coordinator and building administrator; and
- Ensuring that the COE and CWC are completed in accordance with the division's established timelines.

Any questions the course content teacher or the special education teacher/case manager has regarding the VGLA, VSEP, and VAAP are to be directed to the School Coordinator.

English as a Second Language (ESL) Teacher

The ESL Teacher is responsible for supporting the instruction of LEP students by providing effective strategies and adapting materials. Like the Course Content Teacher, the ESL Teacher is responsible for implementing the VGLA *Reading* assessment according to the guidelines described in the *VGLA Reading Assessment Implementation* manual. Any questions the ESL Teacher has regarding the VGLA *Reading* assessment are to be directed to the School Coordinator and the Course Content Teacher.

Interpreters

Interpreters may be used for students who are deaf or hard of hearing and who have interpretation documented as an accommodation in their Individualized Education Program (IEP) or 504 Plan. Interpreters may be used to facilitate communication for gathering student evidence in an accurate and professional manner. Additional information regarding the role of the interpreter before, during, and after the evidence gathering process is available in Testing Memo No. 1104 (September 10, 2013).

Related Services Personnel and Paraprofessionals

Related services personnel and paraprofessionals are important in the total educational experience for special education students. They may work very closely with teachers to assist students in all phases of learning. Although they may not see all students every day, it is appropriate to include service providers in selecting types of evidence that will be included in the COE or CWC. This does NOT mean the paraprofessional or related services providers may design or assemble a COE or a CWC. It DOES mean that the special education teacher may ask for assistance with instructional activities and data collection. Any school personnel who assist with the COE or CWC must sign an *Affidavit of Student Performance*.

Paraprofessionals play a significant role in many phases of instruction, including assisting teachers. Because students should be comfortable in any evaluative setting, enlisting the assistance of paraprofessionals with whom students are familiar is an excellent strategy in collecting evidence. Working as a team, the teacher, paraprofessional, and related services provider can design a COE or CWC that is appropriate for the student and best documents the student's achievement.

4. TRANSMITTAL OF STUDENT EVIDENCE BETWEEN SCHOOL DIVISIONS

4.1 In-State Transmittal of Student Evidence

The following guidelines are suggested for the transmittal of COE or CWC, in progress or completed, for the VGLA *Reading* assessment, VSEP, or VAAP when students transfer from one Virginia public school division to another division within the school year.

- The transfer of a student's education record should be formally requested by the receiving school division upon enrolling the student. The education record should contain the student's current IEP, 504 Plan, or LEP Student Assessment Participation Plan. This information should document the assessment program in which the student is participating.
- The COE or CWC should also be requested by the receiving school division.
- The COE or CWC (in progress or completed) should be forwarded to the receiving school division. Care should be taken to ensure that all student work samples include:
 - grading with correct and incorrect answers indicated;
 - completed Student Evidence Identification (SEI) Tags on each piece of evidence;
 - documentation of accommodations used to complete the work; and

- a completed *Affidavit of Student Performance* signed by school staff ensuring that all work samples were completed under the supervision of the content area teacher or other school personnel and under testing conditions in which the student did not have access to hints, clueing, or prompts that would provide answers.
- The sending school division is strongly encouraged to maintain a copy of all student work and supporting documentation sent to the receiving school division. Copies should be maintained as determined by the Division Director of Testing and Records Manager until student's score reports are verified and Authorization to Proceed (ATP) is approved for that test administration.

For more information, refer to Testing Memo Number 689, dated February 14, 2008, *Transmittal of Collections of Evidence for Students Transferring between School Divisions*.

4.2 Assignment of VGLA, VSEP, and VAAP Scores for In-State Transfer Students

Apply the following guidelines for in-state transfer of scores for the VGLA *Reading* assessment, VSEP, and VAAP:

- If a VGLA, VSEP or VAAP student transfers BEFORE scoring occurs, the CWC or COE is sent to the receiving school division who submits it for scoring.
- If a VGLA or VAAP student transfers and the COE has been submitted for local scoring, but has not been scored, the schools/school divisions should communicate to determine which school will score the COE. The receiving school will receive the final score.
- If a VSEP student transfers and the CWC has been sent to Pearson for scoring, but has not been scored, the school where the student is enrolled during scoring receives the score.
- If a student transfers AFTER the CWC or COE has been scored, the score remains at the school where the student was enrolled at the time of testing. This practice is consistent with the SOL program.

5. TRAIN SCHOOL DIVISION PERSONNEL

The Virginia Department of Education and Pearson will provide training to prepare division-level personnel for implementation of the VGLA *Reading* assessment, VSEP, and VAAP. The DDOT, Directors of Special Education, instructional administrators, and Title III Coordinators, as appropriate, will be trained to provide leadership for these assessments.

Parent training will be conducted through Parent Resource Centers and/or Parent Education and PEATC in school divisions. Technical assistance and resource materials are available through the Virginia Department of Education, Training/Technical Assistance Centers, Parent Resource Centers, and PEATC.

5.1 Train Division and School Administrators/Program Coordinators

The DDOT and Director of Special Education are responsible for coordinating the training for the division and school-level administrators/program coordinators based on information

in the manuals and in other pertinent sources. This training should include but not be limited to the following topics:

- Identifying responsibilities of the School Administrator, School Coordinator, Course Content Teacher, Special Education Teacher, ESL Teacher, and related services personnel and paraprofessionals for implementation of the *VGLA Reading* assessment, VSEP, and VAAP;
- Reviewing the participation criteria for *VGLA Reading* assessment, VSEP, and VAAP;
- Determining eligibility of students with disabilities for VSEP and VAAP;
- Determining eligibility of LEP students for *VGLA Reading* assessment;
- Reviewing special accommodations;
- Determining the course content to be assessed;
- Reviewing procedures for the *VGLA Reading* assessment, VSEP, and VAAP;
- Identifying resources for educators for the *VGLA Reading* assessment, VSEP, and VAAP;
- Identifying resources for parents for the *VGLA Reading* assessment, VSEP, and VAAP;
- Collecting evidence of students' work;
- Detecting bias or sensitivity issues in preparation of a student's evidence;
- Completing students' work samples under testing conditions;
- Preparing evidence of students' work for submission;
- Inspecting evidence of students' work;
- Reviewing the scoring guidelines, procedures, and staff responsibilities for the *VGLA Reading* assessment and VAAP;
- Ensuring fairness and equity in scoring process;
- Reviewing the *VGLA Reading* assessment and VAAP audit process;
- Scoring a VAAP COE that includes evidence for an ASOL previously assessed;
- Submitting a score correction for the *VGLA Reading* assessment and VAAP;
- Re-submitting a VSEP CWC;
- Transferring a student's COE or CWC to another school division within Virginia during the school year;
- Reviewing and distributing score reports;
- Retaining and disposing of the *VGLA Reading* assessment, VSEP, and VAAP materials according to division guidelines;
- Reviewing procedures for reporting irregularities;
- Reviewing procedures for reporting assessment violations; and
- Training teachers and related services personnel and paraprofessionals.

5.2 Train Teachers and Other Related Services Personnel

The School Coordinator, DDOT, Director of Special Education, and Title III Coordinator, as appropriate, are responsible for coordinating the training for the course content teacher, special education teacher, ESL teacher, and related services personnel and paraprofessionals based on information in the manuals and other pertinent sources. This training should include, but not be limited to, the following topics:

- Understanding responsibilities of teachers and related services personnel and paraprofessionals for implementation of the VGLA *Reading* assessment, VSEP, and VAAP;
- Understanding the participation criteria for the VGLA *Reading* assessment, VSEP, and VAAP;
- Reviewing special testing accommodations;
- Determining eligibility of students with disabilities for VSEP and VAAP;
- Determining eligibility of LEP students for VGLA *Reading* assessment;
- Determining the course content to be assessed;
- Understanding the depth of knowledge categories: recall, comprehension, application, and higher order thinking in regard to collecting students' work samples for the VGLA *Reading* assessment and VSEP;
- Determining the depth of knowledge that the student is expected to demonstrate for the SOL being addressed in the VGLA *Reading* assessment and VSEP;
- Reviewing procedures for the VGLA *Reading* assessment, VSEP, and VAAP;
- Identifying resources for educators for the VGLA *Reading* assessment, VSEP, and VAAP;
- Identifying resources for parents about the VGLA *Reading* assessment, VSEP, and VAAP;
- Collecting evidence of students' work;
- Detecting bias or sensitivity issues in preparation of students' evidence;
- Completing students' work samples under testing conditions;
- Preparing evidence of students' work for submission;
- Preparing a student's COE or CWC in progress or completed for transmittal to another school division in Virginia during the school year;
- Reviewing the scoring guidelines, procedures, and staff responsibilities for the VGLA *Reading* assessment and VAAP;
- Ensuring fairness and equity in scoring process;
- Reviewing procedures for reporting irregularities; and
- Reviewing procedures for reporting assessment violations.

As applicable to local procedures, training should include the following topics:

- Reviewing the VGLA *Reading* assessment and VAAP audit process;
- Requesting a score correction for the VGLA *Reading* assessment and VAAP;
- Requesting a resubmission of the VSEP CWC;
- Tracking procedures for documenting and reporting repeated ASOL previously assessed in VAAP COE;
- Reviewing score reports; and
- Retaining and disposing of the VGLA *Reading* assessment, VSEP, and VAAP materials according to division guidelines and the Library of Virginia Records Retention and Disposition Schedule (General Schedule 21), effective April 17, 2015.

For more information refer to Testing Memo Number 781, dated July 8, 2009, *Retention and Disposition of Collections of Evidence for the Virginia Grade Level Alternative (VGLA) and Virginia Alternate Assessment Program (VAAP) and Course Work Compilations for the Virginia Substitute Evaluation Program (VSEP)*.

6. VIRGINIA GRADE LEVEL ALTERNATIVE

6.1 VGLA Description

The Virginia Grade Level Alternative (VGLA) is an alternative assessment for the Standards of Learning (SOL) *Reading* tests in grades 3-8. The VGLA *Reading* assessment is available **only** to Limited English Proficient (LEP) students in grades 3-8 who meet the eligibility criteria. LEP students are required to demonstrate individual achievement of grade-level *Reading* content standards as presented in the SOL test blueprint.

6.2 VGLA Process

As an alternative method of assessment, the VGLA process consists of the following steps:

① Determine Eligibility

The LEP Committee must determine if the VGLA *Reading* assessment is an appropriate option for the LEP student who meets the eligibility criteria stated in the table below.

Grade-Level Cluster	Overall Proficiency Level from: ACCESS for ELLs 2.0, W-APT, or WIDA MODEL
3-5	1.0 through 3.5
6-8	1.0 through 3.3

The eligibility requirements LEP students must meet in order to participate in the VGLA *Reading* assessment are described in the *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*, available on the Virginia Department of Education's Web site at:

An LEP student who is also a student with a disability is frequently referred to as “dually identified.” The Individualized Education Program (IEP) or 504 Team **and** LEP Committee must work *collaboratively* to determine VGLA *Reading* assessment eligibility and participation for a dually identified student *based on the student’s LEP status*.

② Register Students for VGLA in PearsonAccess

Students participating in the VGLA *Reading* assessment must be registered in PearsonAccess by June 2, 2017. School divisions have the option to electronically upload their student assessment records into PearsonAccess as a *Student Data Upload* (SDU) file or to update the records using the various Test Management screens. For more information regarding the Student Data Upload File refer to the *2016-2017 VAAP VGLA VSEP SDU File Requirements* available on the PearsonAccess support page.

③ Collect Evidence

The VGLA *Reading* assessment provides the eligible LEP student the opportunity to demonstrate his/her knowledge and achievement through a non-traditional mode of testing. The student creates work samples that demonstrate his/her knowledge and skills of the *Reading* SOL for his/her grade level of enrollment. These work samples are assembled as the Collection of Evidence (COE).

Before the collection process begins, teachers must have knowledge and a clear understanding of the SOL being assessed. The Virginia Department of Education provides a test blueprint and curriculum framework for each content area and grade level.

The test blueprint specifies the *Reading* SOL that must be assessed with the VGLA. The test blueprint’s SOL stem and bullet references must be recorded on the Student Evidence Identification (SEI) Tags.

The curriculum framework defines the content knowledge, skills, and understandings for each SOL as follows:

- *Understanding the Standard* – includes teacher notes in which key terms are defined, and essential concepts are explained;
- *Essential Understandings* – describes what the LEP student should understand after instruction is provided; and
- *Essential Knowledge and Skills* – focuses on the knowledge and skills that the student should be able to demonstrate or apply. This information is displayed in a bulleted list that will usually begin with a verb, for example, “Distinguish” or “Interpret.” By cross referencing the verb from the Essential Knowledge and Skills column in the curriculum framework to the *Depth of Knowledge Categories Based on Bloom’s Taxonomy* (Appendix A), the teacher can determine the level of the depth of knowledge for that particular skill or understanding. Bloom’s taxonomy categorizes depth of knowledge in four categories: recall, comprehension, application, and higher order thinking.

The LEP student should submit evidence for all of the *Reading* SOL specified in the test blueprint. Submitted evidence should address the SOL (stem and bullet) and demonstrate the LEP student’s full and complete knowledge and/or skills. If the COE contains no evidence for one or more standards contained in the SOL test blueprint, then the teacher must indicate that no evidence is being submitted for a particular SOL. **NOTE:** The exclusion of SOL may adversely affect the overall score.

4 Submit the Affidavit of Student Performance

A signed *Affidavit of Student Performance* must be provided with the COE to verify that the student independently completed all the evidence under the supervision of the content area teacher or other school personnel and under testing conditions.

5 Conduct a Local VGLA Scoring Event

VGLA *Reading* assessment COE are submitted to the DDOT and are scored by trained local scorers using an online score entry system (refer to Section 6.4 for details).

6.3 Implement Procedures for the VGLA

For detailed information about the VGLA *Reading* assessment procedures and guidelines and collecting students’ work samples, refer to the *2016-2017 VGLA Implementation Manual*. This manual is available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vgla_va_grade_level_alt/index.shtml

6.4 VGLA Scoring System

The VGLA *Reading* assessment is scored holistically for each standard. The LEP student must submit evidence for all the skills and knowledge specified in the SOL grade-level test blueprint, including sub-skills, referred to as bullets. Holistic scoring involves assessing the quality of the student’s performance as a whole and determining the most appropriate overall score point, meaning scorers will review evidence submitted for a particular SOL as a whole rather than focusing separately on each bullet point. Scorers use a number of tools to ensure consistent scoring of student evidence. Evidence is evaluated using the scoring tools outlined in Section 6.4.2.

6.4.1 VGLA scorers

The VGLA *Reading* assessment COE are submitted to the DDOT and are scored by local scorers using an online score entry system. The school division has direct responsibility for identifying and training scorers. Each school division should identify a person(s) responsible for supervising, training, monitoring, and maintaining scorers. The Virginia Department of Education offers in-depth regional training each year.

School divisions have the discretion of using single scorers or scoring teams to score the VGLA *Reading* assessment COE. Regardless of whether individual scorers or teams are used, school division personnel knowledgeable in the content area of submission must be involved (e.g., A fifth-grade English-Language Arts teacher would best judge a COE submitted for the Grade 5 *Reading* SOL).

The DDOE is responsible for ensuring that proper protocol is followed for assembling, rating, and scoring the VGLA *Reading* assessment entries using the *VGLA Online Scoring System*. Scoring team members are responsible for assigning ratings for submitted evidence following established rubric descriptors in Table 1 of this manual. The scoring team is responsible for ensuring fair and accurate ratings of student performance, maintaining confidentiality of submitted collections of student work during the scoring and audit window, and entering results for scored the VGLA *Reading* assessment COE in the online score entry system. Scoring teams may not discuss submitted evidence, ratings, proficiency levels, or scoring issues outside of the scoring team meeting.

Scorers must not use participation in the VGLA *Reading* assessment scoring events to influence the selection of student materials for the COE. If a scorer has provided training or technical guidance to the student and/or teacher in submitting evidence, he/she may not score that particular COE. Refer to Section 11 of this manual for a detailed guide for local scoring events.

6.4.2 Scoring tools

Scoring tools have been developed to standardize local scoring efforts. The tools include the Local Scorer's Guide and Anchor Sets.

6.4.2.1 Local Scorer's Guide

The Local Scorer's Guide contains information that is critical to accurate and consistent scoring of the VGLA *Reading* assessment COE. It includes a step-by-step checklist of the VGLA scoring process, VGLA Scoring Rubric, General VGLA Scoring Rules, and the VGLA Scorer Agreement. The components of the Local Scorer's Guide will be described in the following sections. This resource may be reproduced for local scorers. Refer to Section 11 for the VGLA Local Scoring Guide.

6.4.2.2 Anchor Sets

An Anchor Set is a collection of pre-scored, purposefully selected student evidence that exemplifies each rubric score point. Additionally, subject and grade-specific Anchor Sets help to illustrate the key concepts described in the rubric. Anchor papers are reviewed by committees of Virginia educators and approved by the Virginia Department of Education. Anchor Sets will be distributed and discussed in detail during training.

6.4.2.3 Scoring process

The scoring process lists the steps that scorers should use to score the VGLA *Reading* COE. This process includes checking for signed affidavits, reviewing the SOL to identify key skills and the depth of knowledge expected of the student, reviewing the evidence for completed SEI Tags, determining if the work samples have been graded, reviewing the evidence by applying the scoring rubric, using the general scoring rules, and assigning a holistic score.

6.4.2.4 Scoring Rubric

The scoring rubric and rubric addendum are in Table 1. An LEP student must submit evidence for all the skills and knowledge contained in the test blueprint, including sub-skills. The VGLA *Reading* assessment is scored holistically at the standard level. Holistic scoring involves assessing a student’s performance as a whole and determining the most appropriate overall score point based on the quality of the evidence provided.

Table 1. VGLA Scoring Rubric and Rubric Addendum

Rubric Score	Rubric Descriptor	Rubric Addendum
0 No Evidence	There is <i>no evidence</i> that the student has demonstrated the skill and knowledge stated in the SOL being addressed.	A score point of “0” may be assigned if the evidence does not demonstrate any level of individual achievement for the SOL being addressed.
1 Little Evidence	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	The evidence provides a minimally sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
2 Some Evidence	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	The evidence provides only a partially sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.
3 Adequate Evidence	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	The evidence provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the SOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
4 Ample Evidence	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	The evidence provides a fully sufficient demonstration of the student’s knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.

6.4.2.5 General VGLA scoring rules

Rule 1 Evidence must be student-generated.

The following **cannot** be considered in scoring:

- Evidence that is copied from sources such as the chalkboard/dry-erase board, texts, a computer, etc.;
- Evidence that is generated from a take-home test, open-book/open-note test, or homework;
- Evidence that includes examples or directions with hints, clueing, or prompts that would provide answers or an unfair advantage; and
- Evidence that is generated as part of a group project or assignment and the contribution of the student is not clearly identified.

Rule 2 Evidence must include a correct SEI Tag.

- If there is no SEI Tag, the evidence cannot be considered in scoring.

Rule 3 Evidence must clearly demonstrate student performance at or above the level required by the SOL being addressed.

- If the evidence is clearly below the level required by the SOL, the highest score point the student can achieve is “1.”

Rule 4 Evidence must clearly demonstrate the depth of knowledge expected of the student in accordance with the SOL test blueprint.

- If the evidence does not demonstrate the depth of knowledge of the SOL, the highest score point the student can achieve is “1.”

NOTE: For additional information refer to Appendix A, *Depth of Knowledge Categories Based on Bloom’s Taxonomy*.

Rule 5 Evidence must be graded.

- If the evidence includes worksheets, tests, and/or quizzes, it must be graded with correct and/or incorrect answers clearly identified. The grade may be a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher. If audio, video, or interview evidence is submitted, it must include a statement of accuracy so that the student’s level of individual achievement is clear to the scorer.

NOTE: The *Standards of Learning Curriculum Framework* may be used as a reference to help scoring teams understand the SOL being addressed.

A *VGLA Scoring Worksheet* is to be used for scoring. VGLA scores are recorded on worksheets and entered into the online scoring systems. *VGLA Scoring Worksheets* are available at:

www.doe.virginia.gov/testing/alternative_assessments/vgla_va_grade_level_alt/index.shtml

6.5 VGLA Audit Process

Pearson will randomly select a percentage of a division's VGLA *Reading* assessment COE for audit. The audit is conducted to ensure that the school division's scorers are appropriately applying the scoring rubric. The DDOT will be notified through PearsonAccess of the selected COE and the audit date. Pearson will provide a report to the DDOT after the completion of the audit.

NOTE: For detailed directions for shipping the VGLA Audit Institute materials to Pearson, refer to Section 10 of this manual.

6.6 VGLA Score Correction Process

The VGLA *Reading* assessment COE are **not** eligible for rescore, but school divisions can request correction of scores that were entered incorrectly in PearsonAccess (scores that are different from those on the *VGLA Worksheet*). The VGLA *Reading* assessment score correction process provides school divisions the opportunity to correct any errors in a scoring entry **after** the VGLA submission deadline. However, before the VGLA *Reading* assessment scoring entry deadline, school division personnel may correct scores in the online scoring system.

NOTE: The School Coordinator and DDOT should provide specific procedures for requesting a score correction.

7. VIRGINIA SUBSTITUTE EVALUATION PROGRAM

7.1 VSEP Description

The Virginia Substitute Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the Standards of Learning (SOL) assessments even with testing accommodations. The VSEP is available to students with disabilities who are enrolled in courses which require end-of-course (EOC) SOL assessments or who need the grade 8 numeracy and literacy certification required to earn a Modified Standard Diploma (refer to the "**NOTE**" on the following page for the Modified Standard Diploma requirement). Students participating in the VSEP are required to provide evidence of achievement through a Course Work Compilation (CWC) based on the same standards as the blueprint for the SOL tests.

A student's CWC represents his or her performance and skills attained within a specific subject area addressed in the SOL test blueprint. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a Standard Diploma with or without credit accommodations, an Advanced Studies Diploma, or to meet the requirements of a Modified Standard Diploma. Students who meet the VSEP participation criteria may submit a VSEP CWC for the following courses:

EOC content areas

- **English:** *Writing and Reading*
- **Mathematics:** *Algebra I, Algebra II, and Geometry*
- **Sciences:** *Biology, Earth Science, and Chemistry*
- **History/Social Sciences:** *Virginia and United States History, World History I, World History II, and World Geography*

Grade 8 content areas required for the Modified Standard Diploma

- Grade 8 *Reading* (literacy assessment)
- Grade 8 *Mathematics* (numeracy assessment)

NOTE: The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013-2014 school year.

Grades 3-8 Special Permission Request

With special permission from the Virginia Department of Education Division of Student Assessment and School Improvement, students with disabilities may submit a Course Work Compilation to demonstrate their knowledge and skill for the SOL in grades 3-8 *Reading* and/or *Mathematics*, grade 5 and/or 8 *Science*, Grade 8 *Writing*, and Content Specific History: *Virginia Studies* and *Civics & Economics*. Typically students eligible to submit Course Work Compilations have experienced a new disability, rapid deterioration of sensory function, or a unique disability that prevents the student from accessing the SOL assessment even with allowed testing accommodations.

7.2 VSEP Process

As an alternative method of assessment, the VSEP consists of the following steps:

❶ Determine Eligibility

The identification of students to participate in the VSEP is a responsibility of the IEP Team/504 Committee. In exercising this responsibility, all IEP Teams/504 Committees are required to use the criteria for participation described in: *Students with Disabilities: Guidelines for Assessment Participation*, available on the Virginia Department of Education's Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

❷ Complete and Submit the *Intent to Participate* Form to VDOE

A completed *2016-2017 VSEP Intent to Participate* form (sample in Appendix B) must be submitted to the Virginia Department of Education's Division of Student Assessment and School Improvement for review. The purpose of the review is to determine if the IEP Team/504 Committee has selected an appropriate VSEP participant by adhering to the VSEP participation criteria and providing a reasonable justification based on the student's disability, performance, and use of accommodations.

❸ Receive *Intent to Participate Approval/Denial* from VDOE

The result of the VDOE review will be indicated as *Approved*, *Approved with Conditions*, *Denied Pending*, or *Denied* on the *2016-2017 VSEP Intent to Participate*

form sent back to the DDOT through the Single Sign-on for Web Systems (SSWS) Dropbox. If conditions are indicated, all conditions should be addressed before the student is allowed to participate in the VSEP.

4 Complete and Submit the Evaluation Plan/Worksheet to the Local Review Process

Once the *VSEP Intent to Participate* form has been approved by VDOE, the student's course content teacher and special education teacher are responsible for developing the VSEP Evaluation Plan/Worksheet for the course in which the student is being assessed and submitting it for local review. This plan will explain how the student will demonstrate individual achievement of each SOL included in the test blueprint. It must address evidence planned over the duration of the course and must reflect a complete demonstration of the skills and knowledge of the standards addressed in the test blueprint. Consideration must also be given to the depth of knowledge that is expected of the student for the SOL to be defended. (Refer to Appendix A for the *Depth of Knowledge Categories Based on Bloom's Taxonomy*.)

The *2016-2017 VSEP Evaluation Plan/Worksheet* will be submitted to a review process conducted at the local level. The building administrator or designee is responsible for submitting the completed *2016-2017 VSEP Evaluation Plan/Worksheet* to the DDOT who is responsible for convening a panel of reviewers. The review panel must document their review of the student's *VSEP Evaluation Plan/Worksheet* using either the *VSEP Evaluation Plan/Worksheet Local Review* form (available in Appendix B) or another locally developed form. Approval status may be "Approved," "Approved with Conditions," or "Denied." If conditions are indicated, all conditions should be addressed before student work is collected for the CWC. Copies of the *VSEP Evaluation Plan/Worksheet* and the local review documentation should be maintained at the school and in the office of the DDOT.

The SOL for all content areas have been revised. Previous standards are still used for those students who need to submit or resubmit a CWC and who were taught the curriculum based on the previous standards. Use Tables 2 and 3 on the following pages to identify the correct SOL for the CWC.

Multiple-choice evidence for Grade 8 or EOC Writing. In some instances, students with significant physical disabilities may require a Grade 8 or EOC *Writing Evaluation Plan/Worksheet* which specifies the use of assessment methods in multiple-choice format. In such cases, prior to the development of the Evaluation Plan/Worksheet, the Director of Special Education must submit a written request to the Virginia Department of Education Division of Student Assessment and School Improvement. The written request should include an explanation of why the student needs a multiple-choice format in order to demonstrate knowledge of the *Writing* SOL. These written requests must be submitted through the Single Sign-on for Web Systems (SSWS) Dropbox: Receiver field: Learnard, Cathy and CC field: Dunkley, Chancie. The Virginia Department of Education will approve or deny the use of multiple-choice evidence for the Grade 8 or EOC *Writing* CWC. The approvals must be maintained locally with the Evaluation Plan/Worksheet and a copy of the approval must be included in the student's *Writing* CWC submitted for scoring.

Table 2. List of EOC Content Areas, Criteria for Selecting the Correct SOL, and Web Addresses for Test Blueprints and Curriculum Frameworks, continued

Standards of Learning Content Areas	Criteria for submitting the CWC using the Current Standards	Criteria for submitting the CWC using the Previous Standards
EOC Writing	2010 Standards. Students who are currently enrolled or re-enrolled in an English course covering the EOC Writing SOL (English 11 for example), and students who passed an English course covering the EOC Writing 2010 SOL in <u>spring 2013 or thereafter</u> should submit or resubmit a CWC based on the 2010 SOL.	2002 Standards. Generally, a student who passed an English course covering the EOC English: Writing 2002 SOL (English 11 for example) <u>prior to spring 2013</u> , should submit or resubmit a CWC based on the 2002 SOL.
<i>Web address for test blueprints and curriculum frameworks</i>	<i>www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml</i>	<i>www.doe.virginia.gov/testing/sol/standards_docs/english/2002/index.shtml</i>

Table 3. Grade 8 Mathematics and Reading Criteria for Selecting the Correct SOL, and Web Addresses for Test Blueprints and Curriculum Frameworks for the MSD

Content Areas for CWC Submissions for Modified Standard Diploma Requirements	Criteria for submitting the CWC using the Current Standards	Criteria for submitting the CWC using the Previous Standards
Grade 8 Mathematics For the Modified Standard Diploma Numeracy Requirement	2009 Standards. Generally, a student who completed Grade 8 Mathematics in <u>spring 2012 or thereafter</u> should submit or resubmit a CWC based on the 2010 SOL.	2001 Standards. Generally, a student who completed Grade 8 Mathematics <u>prior to spring 2012</u> should submit or resubmit a CWC based on the 2001 SOL
<i>Web address for test blueprints and curriculum frameworks</i>	<i>www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml</i>	<i>www.doe.virginia.gov/testing/sol/standards_docs/mathematics/2001/index.shtml</i>
Grade 8 Reading For the Modified Standard Diploma Literacy Requirement	2010 Standards are not eligible for a VSEP CWC to be submitted for the Modified Standard Diploma.	2002 Standards. All students must submit or resubmit a CWC based on the 2002 SOL.
<i>Web address for test blueprints and curriculum frameworks</i>		<i>www.doe.virginia.gov/testing/sol/standards_docs/english/2002/index.shtml</i>

5 Inform Student and Parent(s) of Requirements

After the *VSEP Evaluation Plan/Worksheet* has received local approval, the course content teacher and/or special education teacher should notify the student and parent(s) of the approval and meet with them to review the requirements and expectations of the VSEP. This review should include, but not be limited to, a discussion of the:

- SOL test blueprint for the content area assessed;
- approved evaluation plan;

- types of evidence needed to demonstrate depth of knowledge and skills addressed by the SOL;
- scoring rules and procedures; and
- anticipated submission date of the completed CWC.

6 Register Students for VSEP in PearsonAccess

Students participating in VSEP must be registered in PearsonAccess prior to the *VSEP Intent to Participate* form being submitted to VDOE. Refer to the *VSEP Intent to Participate* form (Appendix B) for submission deadlines for 2016-2017. School divisions have the option to electronically upload their student assessment records into PearsonAccess as a *Student Data Upload (SDU)* file or to update the records using the various Test Management screens. For more information regarding the Student Data Upload File refer to the *2016-2017 VAAP VGLA VSEP SDU File Requirements* available on the PearsonAccess support page.

7 Collect Student Work Samples

Collect students' work samples that demonstrate individual achievement in course content standards and the depth of knowledge expected in accordance with the SOL test blueprint for the academic content area being assessed. Compile the work samples to be submitted in the Course Work Compilation (CWC).

Students are expected to demonstrate the depth of knowledge addressed by the SOL when completing work samples for the VSEP CWC. Refer to the following resources and tools:

- SOL Curriculum Frameworks and SOL Enhanced Scope and Sequence (www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)
- SOL Enhanced Scope and Sequence Plus (www.ttaonline.org/staff/sol/sol.asp) This resource provides teachers with differentiated lessons to deliver SOL-based content instruction to students with disabilities (and/or limited English proficiency). In addition to lesson plans aligned to the SOLs, the Enhanced Scope and Sequence Plus also includes research-based information and links, content-based strategies, and information on assessment accommodation.
- *Depth of Knowledge Categories Based on Bloom's Taxonomy* (Appendix A).

NOTE: If evidence does not demonstrate the depth of knowledge addressed by the SOL, the highest score point the student can achieve is "1."

8 Complete the Course Work Compilation Submission Cover Sheet and Affidavit

The CWC Cover Sheet includes the *Affidavit of Student Performance*, which ensures that the student independently completed all evidence under the supervision of the content area teacher or other school personnel and under testing conditions.

NOTE: The School Coordinator must immediately notify the DDOT of any student who will not be submitting the VSEP CWC according to the approved *VSEP Intent to Participate* form. The DDOT must contact VDOE, as soon as possible, by phone (804) 225-2102 or e-mail (Student_Assessment@doe.virginia.gov).

7.3 Implement Procedures for the VSEP

For detailed information about VSEP procedures and guidelines and collecting students' work samples, refer to the *2016-2017 VSEP Implementation Manual*. This manual is available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

7.4 Inspect the CWC and Prepare for Scoring

Prior to submission of the CWC for scoring, the collection should be carefully reviewed by the course content teacher, special education teacher, and building administrator or designee. A *2016-2017 VSEP Teacher Checklist for Course Work Compilation* (Appendix B) and *2016-2017 Administrator Checklist for Course Work Compilation* (Appendix B) are provided to assist in these reviews.

The review should ensure that:

- all required forms are completed and signed;
- all SOL addressed in the test blueprint are evidenced in the CWC;
- all evidence is appropriately graded with a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher, and correct and incorrect answers are identified;
- all evidence includes a completed SEI Tag; and
- a Pre-ID student label has been placed on the outside spine of the binder and on each piece of non-paper media.

The *2016-2017 VSEP Completed Course Work Compilation Submission Checklist* in Appendix B may be used to review and inspect the CWC prior to submission for scoring.

7.5 Scoring of VSEP CWC

7.5.1 Required documentation for scoring

A completed and signed *2016-2017 VSEP Course Work Compilation Submission Cover Sheet and Affidavit* must accompany each student's CWC for scoring. This affidavit must be signed by all staff persons who have provided supervision of the student during the creation of evidence submitted in the CWC.

The signed affidavit ensures that the evidence in the CWC belongs only to that student and that it was completed under the supervision of the content area teacher or other school personnel and under testing conditions. The course content teacher and special education teacher should complete all locally required documentation and organize the CWC according to the *Evaluation Plan/Worksheet*. It is the responsibility of the DDOT to submit the final CWC and required documentation for scoring on specified dates and locations provided by the Virginia Department of Education.

7.5.2 Procedures for reviewing and scoring the CWC

VSEP CWCs are submitted to Pearson for scoring. Pearson scorers are trained to score the CWC against the rubric (Table 4). During training, scorers review VDOE-approved Anchor and Practice Sets of evidence. All VSEP scorers are required to pass Qualification Sets before they are allowed to score. Scorers are familiar with the course content area being assessed and the characteristics of the submitting students.

Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC **MUST** demonstrate the required SOL content identified in the test blueprint for the area being assessed. Refer to the *Virginia's Standards of Learning Test Blueprints*.

The CWC are scored in January of each year for term graduate students who are expected to graduate at the end of the fall semester, and students on block schedule who finish the course at the end of the fall semester. All other CWC are scored at the end of the school year.

7.5.3 Process for Scoring

The scoring process for the VSEP involves the use of a five-point rubric and rubric addendum to judge the evidence presented in the CWC as it relates to the standards being addressed. See Table 4 below.

Table 4. VSEP Scoring Rubric and Rubric Addendum

Score	Descriptor	Detailed Explanation
0 No Evidence	There is <i>no evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	A score point of "0" may be assigned if the evidence does not demonstrate any level of individual achievement for the SOL being defended.
1 Little Evidence	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	The evidence provides a minimally sufficient demonstration of the student's knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
2 Some Evidence	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	The evidence provides only a partially sufficient demonstration of the student's knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.

Table 4. VSEP Scoring Rubric and Rubric Addendum, continued

Score	Descriptor	Detailed Explanation
3 Adequate Evidence	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	The evidence provides a reasonably sufficient demonstration of the student's knowledge and understanding of the SOL. Most of the student's work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
4 Ample Evidence	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	The evidence provides a fully sufficient demonstration of the student's knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.

7.5.4 General VSEP Scoring Rules

Rule 1 Evidence must be student-generated.

- If the student work is copied from sources such as the chalkboard/dry-erase board, texts, class notes, or computer, the work cannot be considered in scoring.
- If the student work is based on a take-home test, open-book test, or homework, the work cannot be considered in scoring.
- If the student work includes examples or directions with hints, clueing, or prompts to answers, the work cannot be considered in scoring.
- If the student work is done as part of a group project or assignment and the contribution of the submitting student is not clearly identified, the work cannot be considered in scoring.
- If the student work contains multiple-choice test formats, the work cannot be considered for scoring, except with written approval from the Virginia Department of Education for the Grade 8 or EOC *Writing* assessment.

Rule 2 Evidence must include a correctly completed SEI Tag.

- If there is no SEI Tag, the evidence cannot be considered in scoring.
- If the information on the SEI Tag is incorrect, scoring will be affected.

Rule 3 Evidence must clearly demonstrate student performance at or above the required level of the SOL being defended.

- If the work sample is below the level of the SOL, the highest score point the student can achieve is "1."

Rule 4 Evidence must clearly demonstrate the depth of knowledge expected of the student in accordance with the SOL test blueprint.

- If the work sample does not demonstrate the depth of knowledge addressed by the SOL, the highest score point the student can achieve is “1.”

Rule 5 Evidence must be graded.

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples must be graded by the teacher and correct and/or incorrect answers should be clearly identified. The grade may be a letter grade, numerical grade, or evaluative comments, as determined by the teacher. Evidence such as audios, videos, and interviews must include a statement of accuracy describing the student’s level of individual achievement on the SOL being defended. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student’s work.

NOTE: The *Standards of Learning Curriculum Framework* may be used to assist scorers in understanding the standards addressed.

7.5.5 Score Reports

Pearson will score the Fall VSEP CWC for term graduates and students on a block schedule during the scoring event in January 2017 and will score the Spring VSEP CWC during the scoring event in May 2017. Score reports for students submitting a VSEP will be posted in PearsonAccess upon completion of scoring. Passing VSEP scores will verify a credit for the course being submitted or provide certification that the student has met the literacy and/or numeracy requirements of the Modified Standard Diploma.

NOTE: For detailed directions for shipping the VSEP materials to Pearson for scoring, refer to Section 10 of this manual.

7.6 VSEP RESUBMISSION

A resubmission allows a student who has passed the course for which a verified credit is offered, to resubmit a failed CWC with additional evidence for standards that were previously scored as failing (scores of 2, 1, or 0) or SOL assigned a condition code. The revised CWC is submitted to Pearson for scoring. CWC for students seeking a Modified Standard Diploma may also be resubmitted.

If the student did not pass the course, he/she is not eligible to resubmit the failed CWC. The student must be re-enrolled in the course and a new *VSEP Intent to Participate* form must be submitted.

The following steps must be followed for all VSEP resubmissions:

- Complete the *2016-2017 VSEP Resubmission* form available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

A sample of the *2016-2017 VSEP Resubmission* form is available in Appendix B.

- The *2016-2017 VSEP Resubmission* form must be submitted for the fall administration and for the spring administration, through the Single Sign-on for Web Systems (SSWS) Dropbox, by the published due date for **each** administration established by the Virginia Department of Education. The late submission of a *2016-2017 VSEP Resubmission* form will be approved only if there are extenuating circumstances.
- All evidence listed under failing SOL on the *2016-2017 VSEP Resubmission* form in the table in Section III, must be removed and replaced with new evidence in the original CWC. The CWC containing both the “old” passing evidence and the “new” evidence is resubmitted for scoring.
- Include the following materials with the re-submitted CWC:
 - the original *Course Work Compilation Submission Cover Sheet and Affidavit*;
 - a new *Course Work Compilation Submission Cover Sheet and Affidavit* completed and signed to cover the new evidence being submitted;
 - a copy of the VSEP Student Performance Report, available in PearsonAccess, for the original CWC; and
 - a copy of the *2016-2017 VSEP Resubmission* form that was submitted to the Virginia Department of Education through the Single Sign-on for Web Systems (SSWS) Dropbox.
- The DDOT will ship the student’s re-submitted CWC and the documentation listed above to Pearson.

VSEP resubmissions are submitted to Pearson for scoring. Only VSEP resubmissions for term graduates and students in semester block schedule courses are eligible to be scored in January 2017. All other VSEP resubmissions are scored at the end of the school year in June 2017.

7.7. VSEP REQUEST TO RESCORE

7.7.1 Purpose of a Request to Rescore

The request to rescore process provides an additional step to ensure that the score assigned to the student’s CWC is an accurate representation of the student’s achievement. A school division may request that a student’s CWC be rescored if the student received a failing score **AND** there is evidence that the CWC should have received a higher score. To be eligible for rescore, at least two division staff members who are familiar with the VSEP rubric and who have expertise in the content area must review the CWC and agree that it should have received a higher score.

7.7.2 Request to Rescore Procedures

- Requests to rescore a student's CWC may be initiated by parents, school personnel, or others, such as the student.
- The DDOT should provide the *Request to Rescore a VSEP CWC* form (Appendix B) to the School Coordinator.
- Requests to rescore should be considered only if there is substantial evidence that the CWC should have received a higher score. Two division staff members, with expertise in the content area and who are familiar with the rubric used to score this assessment, must review the CWC and fill out the *Request to Rescore a VSEP CWC* form.
- The *Request to Rescore a VSEP CWC* form and the student's original CWC are returned to the DDOT.
- All requests to rescore must be reviewed and approved by the DDOT before being submitted to Pearson.
- The DDOT must assure that the evidence contained in the CWC is the same evidence originally submitted and that the student work has not been changed in any way.
- Any **NON-Approved** *Request to Rescore a VSEP CWC* forms should be kept on file in the division by the DDOT.
- **Approved Requests to Rescore:** the DDOT will ship the student's original CWC and a copy of the completed *Request to Rescore a VSEP CWC* form using a trackable shipping method to Pearson (contact Pearson at 866-650-9425 for the address) according to the following deadlines:
 - For Fall 2016 VSEP CWC, ship no later than February 24, 2017;
 - For Spring 2017 VSEP CWC, ship no later than June 30, 2017;
 - Requests to Rescore VSEP CWC shipped after the deadline will not be rescored.

7.8 Special Permission Request

The Virginia Department of Education will grant special permission for a small number of eligible students with disabilities in grades 3-8 who are unable to access SOL Grade 3-8 *Mathematics, Reading, Science, Content Specific History, and/or Writing* assessments to submit a CWC to demonstrate knowledge of the content (refer to Table 5 for a detailed list of assessments). Typically, students eligible to submit CWCs have experienced a new disability, rapid deterioration of sensory functions, or a unique disability that prevents the student from accessing the SOL assessment even with allowed testing accommodations. Procedures for completing the Special Permission Request form are provided below. A sample of this form is available in Appendix B. The electronic *Special Permission Request* form is available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

Ensure that all sections are completed and that substantial supporting documentation is included. School divisions must submit the completed *Special Permission Request* form to the Virginia Department of Education no later than **October 7, 2016**, for students in grades 3-8 enrolled in yearlong courses or students in grades 6-8 enrolled in first semester block scheduled classes. Completed *Special Permission Request* forms must be submitted to the Virginia Department of Education no later than **February 3, 2017**, for students in grades 6-8 enrolled in second semester block scheduled classes. Early submission is recommended. Forms must be submitted through the Single Sign-on for Web Systems (SSWS) Dropbox.

NOTE: The late submission of a *Special Permission Request* form will be reviewed **ONLY** if there are extenuating circumstances. A note explaining the extenuating circumstance must be included with the form.

7.8.1 Complete the *Special Permission Request* form

The *Special Permission Request* must be completed in its entirety for consideration for the submission of a grade 3-8 VSEP CWC. A separate form must be submitted for each content area requested.

The *Special Permission Request* form includes the following sections:

- **Section I – Student and School Information**
This section lists the division, student, and school information.
- **Section II – Qualifying Questions**
Each qualifying question must be answered “Yes.” If any question is answered “No”, special permission to submit a VSEP CWC will be denied by the Virginia Department of Education.
- **Section III – Documentation to Support Special Permission Request**
Comprehensive documentation must be provided to support each statement in this section. Information discussed in this section includes: the student’s grade level content area performance; how the student accesses grade-level content; use of instructional and testing accommodations; and the student’s unique disability challenges that prevent access to the SOL test even with accommodations.
- **Section IV – Justification Statement**
A detailed statement must be provided in this section explaining why it has been determined that a CWC is the only assessment method appropriate for the student. Provide the names of the IEP Team/504 Committee participants who determined that VSEP was the most appropriate assessment option.
- **Section V – Review Verification**
This section requires the names of school personnel (or designees) who reviewed and approved the *Special Permission Request*. Required school personnel include the building principal where the student is enrolled, the Division Director of Testing (DDOT) and the Director of Special Education.

7.8.2 Submission of VSEP Special Permission Request for Virginia Department of Education review

After the *Special Permission Request* has been reviewed and approved by the building principal, the DDOT, and the Director of Special Education, follow the directions on the last page of the form to submit it using the Single Sign-on for Web Systems (SSWS) Dropbox, To: Cathy Learnard and CC: Chancie Dunkley at the Virginia Department of Education.

7.8.3 Virginia Department of Education review of Special Permission Request

The *Special Permission Request* will be reviewed by Virginia Department of Education student assessment and special education staff to determine if the information provided indicates that the student meets the special permission participation criteria for grades 3-8 VSEP and offers substantial documentation with a reasonable rationale to support the request. Results of the review will be communicated to the DDOT through the SSWS Dropbox.

7.8.4 Development of the student Evaluation Plan/Worksheet

Following approval of the *Special Permission Request*, the student's content teacher and special education teacher are responsible for developing the *VSEP Evaluation Plan/Worksheet*, for the content for which the student will be submitting a CWC. Use the tables on the following pages to identify and locate the correct standards for the CWC. The completed *VSEP Evaluation Plan/Worksheet* must be submitted for local review. Refer to Section 7.2 for further details regarding the *VSEP Evaluation Plan/Worksheet* and local review.

Table 5. Special Permission Request VSEP Content Areas, CWC Submission Timeline, and Web Site Addresses for SOL Blueprints and Curriculum Frameworks

Content Area	Fall Test Administration Submissions are Permitted Only for 1st Semester Block Schedules As Indicated Below	Spring Test Administration Submissions Permitted are Permitted for 2nd Semester Block and Yearlong Schedules As Indicated Below	Web Site Addresses for SOL Blueprints and Curriculum Frameworks
Grade 3 <i>Reading</i> (2010)	No	Yes	www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml
Grade 4 <i>Reading</i> (2010)	No	Yes	
Grade 5 <i>Reading</i> (2010)	No	Yes	
Grade 6 <i>Reading</i> (2010)	Yes	Yes	
Grade 7 <i>Reading</i> (2010)	Yes	Yes	
Grade 8 <i>Reading</i> (2010)	Yes	Yes	
Grade 8 <i>Writing</i> (2010)	Yes	Yes	
Mathematics			
Grade 3 <i>Mathematics</i> (2009)	No	Yes	www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml
Grade 4 <i>Mathematics</i> (2009)	No	Yes	
Grade 5 <i>Mathematics</i> (2009)	No	Yes	
Grade 6 <i>Mathematics</i> (2009)	Yes	Yes	
Grade 7 <i>Mathematics</i> (2009)	Yes	Yes	
Grade 8 <i>Mathematics</i> (2009)	Yes	Yes	
Science			
Grade 5 <i>Science</i> (2010)	No	Yes	www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml
Grade 8 <i>Science</i> (2010)	Yes	Yes	
History and Social Science			
Content Specific History: <i>Virginia Studies</i> (2008)	No	Yes	www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml
Content Specific History: <i>Civics & Economics</i> (2008)	Yes	Yes	

7.8.5 Inform student and parent(s) of requirements

After the *VSEP Evaluation Plan/Worksheet* has received local approval, the course content teacher and/or special education teacher should notify the student and parent(s) of the approval and meet with them to review the requirements and expectations of the VSEP. Refer to section 7.2 for details.

8. VIRGINIA ALTERNATE ASSESSMENT PROGRAM

8.1 VAAP Description

The VAAP is available to students with significant cognitive disabilities in grades 3 through 8 and high school who are working on academic standards that have been reduced in complexity and depth. The VAAP standards are derived from the Standards of Learning (SOL) and are referred to as the Aligned Standards of Learning (ASOL). The ASOL are located in the *2016-2017 VAAP Implementation Manual*. The VAAP is available to students with significant cognitive disabilities in the following content areas:

- *Reading*
- *Writing*
- *Mathematics*
- *Science*
- *History/Social Science*

To comply with the *Individuals with Disabilities Education Improvement Act of 2004* and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia, 2009*, students in grades 3 through 8 who are participating in the VAAP are required to submit evidence in the same subject areas as required of their non-disabled peers in the same grade level.

Divisions have the option to either continue the submission of required VAAP content areas in grade 11 only or to develop a schedule in which one or more content areas are submitted in grade 9, 10, or 11. For example, the division may determine the VAAP *Science* will be collected in grade 9, *History/Social Science* in grade 10 and *Reading, Writing, and Mathematics* in grade 11.

Divisions electing to develop a schedule in which one or more content areas are submitted across grades, must complete the VAAP Grades Verification Report located in the Educational Registry Application (ERA) found in the Single Sign-on for Web Systems (SSWS). The ERA application opens on July 6, 2016. The deadline for the VAAP Grades Verification Report is August 30, 2016.

8.2 VAAP Process

The VAAP consists of the following steps:

① Determine Eligibility

Applying the VAAP participation criteria, the IEP Team examines how the student with significant cognitive disabilities accesses content and demonstrates his/her knowledge

and skills. The VAAP participation criteria are found in the *Students with Disabilities: Guidelines for Assessment Participation* located on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

Divisions should use the *VAAP Participation Criteria Form* to document the VAAP participation review process. VAAP forms are available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

② Use of Aligned Standards of Learning (ASOL)

The ASOL are academic standards that provide students with significant cognitive disabilities access to content that have been reduced in complexity and depth. Appropriate standards have been identified for each content area: *Reading, Writing, Mathematics, Science, and History/Social Science*. **Reading, Writing, and Mathematics** ASOL are based on the Dynamic Learning Map (DLM) and Essential Elements and are aligned to SOL in each respective content area. **Science and History/Social Science** ASOL are based on the *Science and History/Social Science* SOL.

- Teachers select ASOL in the content areas of **Reading, Writing, Mathematics, and Science** at the grade level of the student's enrollment. Teachers are not allowed to select ASOL above or below the student's grade level. Teachers will use the three levels described below to determine the level of performance that is most appropriate for the individual student for each ASOL.

Level I - The ASOL is demonstrated with significant support and modification.

- The student requires significant support and modification to simplify the task in order to demonstrate the ASOL.
- If student performance demonstrates Level I, the highest score point the student can receive is "2."

Level II - The ASOL is partially demonstrated.

- The student demonstrates some of the knowledge and skill of the ASOL.
- If student performance demonstrates Level II, the highest score point the student can receive is "3."

Level III - The ASOL is fully demonstrated.

- The student fully demonstrates the knowledge and skill of the ASOL.
- If student performance demonstrates Level III, the highest score point the student can receive is "4."

NOTE: If the level of performance is not identified on the SEI Tag, the evidence will be scored as Level III.

- The **History/Social Sciences** ASOL have been re-organized into three groups: Elementary School, Middle School, and High School. Teachers must use the grade of the student's enrollment to select the appropriate group. ASOL for students enrolled in grades 4 or 5 must be selected from the Elementary School group. ASOL for students enrolled in grades 6, 7, or 8 must be selected from the Middle School group. Students in grades 9, 10, or 11 must select ASOL from the High School group.

VAAP participants must submit *History/Social Science* collections of evidence during the same administration as students participating in the SOL tests. For example, if the school division assesses *History/Social Science* at grade 4, then a COE defending Elementary School *History/Social Science* ASOL must be prepared for grade 4 students participating in the VAAP.

History/Social Science ASOL for high school students participating in the VAAP should be assessed at the grade level determined by the division. Please consult your division schedule or your DDOT.

NOTE: *History/Social Science* ASOL bullets used in a previous administration may not be repeated.

- Refer to the *2016-2017 VAAP Implementation Manual* for the complete list of ASOL by content area. Examples of ASOL showing the three performance levels are provided in Appendix C.

③ Register Students for VAAP in PearsonAccess

Students participating in VAAP must be registered in PearsonAccess by May 19, 2017, for the Spring 2017 Administration. School divisions have the option to electronically upload their student assessment records into PearsonAccess as a Student Data Upload (SDU) file or to update the records using the various Test Management screens. For more information regarding the Student Data Upload (SDU) file refer to the *2016-2017 VAAP VGLA VSEP SDU File Requirements* available on the PearsonAccess support page.

④ Collect Evidence

A variety of student work samples must be provided to demonstrate performance on the ASOL for which the student has received instruction. The student evidence is compiled by the teacher and submitted as a Collection of Evidence (COE). The student's level of performance must be indicated on the SEI Tag for the content areas of *Reading, Writing, Mathematics, and Science. History/Social Science* will also use the SEI Tag; however, the student's level of performance will not be required.

VAAP evidence must be completed under "testing conditions" in which the student does not have access to the subject content or curriculum, hints, clueing, prompts, or test taking strategies that would provide an unfair advantage (refer to the *VAAP Implementation Manual*).

If anecdotal records are submitted as evidence of student performance, they must include the date of performance, a detailed description of the learning environment (including instructions, materials and prompts provided), a detailed description of the observed student performance, and a statement of accuracy describing the student's level of achievement on the ASOL being defended (refer to the *VAAP Implementation Manual*).

Multiple attempts by students to complete the same work samples via worksheets, tests, or quizzes are not accepted as evidence. Work samples that are submitted as evidence must not have been attempted before by the student individually or as a member of an instructional group (refer to the *VAAP Implementation Manual*).

5 Completion of VAAP Content Area Cover Sheet

The student's COE must include a cover sheet for each content area within the collection.

6 Submission of an Affidavit of Student Performance

An *Affidavit of Student Performance* must be completed and provided for the entire COE. The affidavit ensures that all evidence presented is the student's individual work completed under the supervision of the special education teacher or other school personnel and under testing conditions.

8.3 Implement Procedures for the VAAP

For detailed information about VAAP procedures and guidelines and collecting students' work samples, refer to the *2016-2017 VAAP Implementation Manual*, designed for teachers. This manual is available on the Virginia Department of Education Web site located at:

www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml

8.4 VAAP Scoring System

The submission date for division COE should be determined by the DDOT and the School Coordinators. After the student has completed content area entries, the student and teacher must submit the student's COE to the School Coordinator in preparation for scoring. The School Coordinator will ensure that each COE is complete before submitting the collections to the DDOT. The DDOT ensures that scorers are trained and available to score submitted collections of student evidence.

8.4.1 Scoring tools

The following resources will be used prior to and during a VAAP scoring event.

8.4.1.1 Local Scorer's Guide

The Local Scorer's Guide contains information that is critical to accurate and consistent scoring of the VAAP COE. It includes a step-by-step checklist of the VAAP scoring process, VAAP Scoring Rubric, General VAAP Scoring Rules, and the VAAP Scorer Agreement. The components of the Local Scorer's Guide will be described in the following sections.

The *VAAP Local Scorer's Guide* will be provided to the selected scorers prior to scoring VAAP COE.

8.4.1.2 Anchor Sets

An Anchor Set is a collection of pre-scored, purposefully selected student materials that exemplify each rubric score point. Additionally, Anchor Sets help to illustrate the key concepts described in the rubric. Anchor papers are reviewed by committees of Virginia educators and approved by the Virginia Department of Education. Anchor Sets will be distributed and discussed in detail during training.

8.4.2 Scoring process

The scoring process lists the steps that scorers should use to score the VAAP COE. This process includes checking for signed affidavits, reviewing the ASOL to identify key skills and knowledge, reviewing the evidence for completed SEI Tags, determining if the work samples have been graded, examining the evidence by applying the scoring rubric and general scoring rules, and assigning a holistic score.

8.4.3 Scoring Rubric

The students' COE are scored against the VAAP Scoring Rubric presented in Table 6.

Table 6. VAAP Scoring Rubric and Rubric Addendum

Rubric Score	Rubric Descriptor	Rubric Addendum
0 No Evidence	There is <i>no evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	A score point of “0” may be assigned if the evidence submitted does not demonstrate any level of individual achievement for the ASOL being defended.
1 Little Evidence	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides a minimally sufficient demonstration of the student’s knowledge and understanding of the ASOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the ASOL.
2 Some Evidence	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides only a partially sufficient demonstration of the student’s knowledge and understanding of the ASOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the ASOL.
3 Adequate Evidence	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the ASOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the ASOL.
4 Ample Evidence	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.	The evidence provides a fully sufficient demonstration of the student’s knowledge and understanding of the ASOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the ASOL.

For detailed information and examples of how to apply the VAAP Scoring Rubric, refer to the *2016-2017 VAAP Implementation Manual*.

8.4.4 General VAAP scoring rules

Rule 1 Evidence must show individual student achievement.

- If the student work does not show any level of individual achievement with the ASOL being defended, the scorer may assign a score point of “0.”

- If the student work shows the use of hand-over-hand instruction, the evidence cannot be considered in scoring. Hand-over-hand is full physical assistance needed to complete an ASOL. For example, a full physical assist might entail putting your hand on the student's hand and moving the student's hand through the action of writing his/her name.

NOTE: Hand-over-hand instruction, although a valid introductory teaching method, does not provide evidence of the student's performance and cannot be considered during scoring.

Rule 2 Evidence must be student-generated.

- If the student work is based on homework or an open-book test, the work cannot be considered in scoring.
- If the student work is copied from sources such as the chalkboard/dry-erase board, texts, or a computer, the work cannot be considered in scoring.
- If the student work includes examples or directions with hints, clueing, or prompts that would provide answers, the work cannot be considered in scoring.
- If the student work is a part of a group project and the work of the student participating in the VAAP is not clearly identified, the work cannot be considered in scoring.

Rule 3 The student's performance level determines the highest possible score point a student can receive in the content areas of *Reading, Writing, Mathematics, and Science*.

- If the student's performance demonstrates Level III (the ASOL is fully demonstrated) as documented on the SEI Tag, the highest score point the student can receive is "4."
- If the student's performance demonstrates Level II (the ASOL is partially demonstrated) as documented on the SEI Tag, the highest score point the student can receive is "3."
- If the student's performance demonstrates Level I (the ASOL is demonstrated with significant support and modification) as documented on the SEI Tag, the highest score point the student can receive is "2."
- If the student's level of performance, in the content areas of *Reading, Writing, Mathematics, or Science*, is not identified on the SEI Tag, the evidence will be scored as Level III.

Rule 4 Evidence must include a correctly labeled Student Evidence Identification (SEI) Tag.

- If there is no SEI Tag, or if the SEI Tag is mislabeled or incomplete, the evidence cannot be considered in scoring.

Rule 5 Evidence must include a completed VAAP Content Area Cover Sheet for each content area.

- The *2016-2017 VAAP Content Area Cover Sheet* is not considered evidence and will not be scored.

Rule 6 Evidence must include a signed affidavit.

- If a signed affidavit is not provided, the collection will not be scored.

Rule 7 Evidence must clearly address photograph captions and grading, as appropriate.

Captions

- If the evidence includes photographs, captions (descriptive statements of the activity occurring and the student's level of accuracy during the activity) must be included; otherwise the evidence cannot be considered in scoring.

Grading

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples should be graded by the teacher and correct and/or incorrect answers should be clearly identified. The grade may be a letter grade, numerical grade, or an evaluative comment as determined appropriate by the teacher. Evidence such as anecdotal records, interviews, audios, videos and data charts/graphs must include a statement of accuracy describing the student's level of individual achievement on the ASOL being defended. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

NOTES: Scorers may not correct technical errors such as **ungraded work** or **mislabeled** or **incomplete SEI Tags**. To ensure that student scores are not penalized due to technical errors, it is imperative that corrections are made prior to the submission of collections of evidence for scoring.

The *ASOL Curriculum Framework* may be used as a reference to help scoring teams understand the ASOL addressed. The *ASOL Curriculum Framework* is available at:

www.ttaonline.org

8.4.5 Scoring considerations

The ASOL for each content area, located in the *2016-2017 VAAP Implementation Manual*, provide students participating in the VAAP with skills and/or knowledge statements. These statements are the expected performance measures used in the assessment component of the program. When selecting a content area skill to defend in the assessment component of the VAAP, **students must defend the stem and only one bullet contained within an ASOL that has multiple bullets**, as illustrated in the following example.

Example: Selection of an ASOL with Multiple Bullets

The student and teacher select *History/Social Science ASOL HS-G 1*:

The student will develop map skills by

- (a) Recognizing basic map symbols, including references to land, water, cities, and roads;*
- (b) Using cardinal directions on maps;*
- (c) Identifying the shapes of the United States and Virginia on maps and globes;*
- (d) Locating Washington, D.C., the capital of the United States and Richmond, the capital of Virginia, on a United States map.*

In reviewing the content skills and knowledge expressed within the standard, the student and teacher choose to defend the specific bullet:

- (b) Using cardinal directions on maps.*

Therefore, the student and teacher will be required to submit evidence of individual achievement to defend the ASOL stem, HS-G 1, and bullet “b,” as stated above.

The evidence must defend the stem, which requires the demonstration of development of map skills, **and** the bullet, which requires using cardinal directions on maps.

If the selected ASOL does not contain multiple statements/bullets of skills and/or knowledge, the student is expected to defend the ASOL statement in its entirety.

8.4.6 VAAP scores

After scoring is complete, Pearson will calculate the student’s total score for each content area submitted and use cut scores established by the Virginia Board of Education to assign a proficiency level.

8.5 VAAP Audit Process

Audits will be conducted by Pearson in June of each assessment administration year. The purpose of the audit is to ensure that school division scoring teams are appropriately applying the scoring rubric and resources to student evidence. Pearson will randomly select 10% to 15% of a school division’s scored COE for audit purposes. The DDOT will be notified of the selected COE through PearsonAccess.

If the audit performance level differs from the division performance level, the division score is overturned and the audit score is reported. A complete official audit report will be provided to the DDOT after completion of the audit process.

NOTE: For detailed directions on shipping VAAP Audit Institute materials to Pearson, refer to Section 10 of this manual.

9. TESTING STATUS CODES AND REPORTING IRREGULARITIES

9.1 Testing Status

9.1.1 Testing status guidelines

Evidence of student performance is collected and submitted for those students participating in the VGLA *Reading* assessment, VSEP, and VAAP. The Virginia Testing Status Codes (Table 7) are used to address circumstances that have resulted in incomplete evidence or no evidence being submitted, or for instances where the student's work may not be submitted for scoring because of irregularities such as improper assistance.

Although student evidence is collected throughout the school year, extenuating circumstances may result in evidence being insufficient to score. These situations may include, but are not limited to, extended student illness, excessive student absences, and out-of-state transfers. Other issues, such as parent or student refusals, etc., may result in a COE or CWC not being submitted. In these situations, if the COE or the CWC cannot be completed or if it is non-existent, the DDOT should assign the appropriate testing status to student evidence based on a consideration of the issues. In cases of extended student absences, medical issues, and out-of-state transfers, building level personnel should not assume that a testing status will be automatically assigned. Every effort should be made during available instructional days to collect and submit as much evidence as possible.

In cases involving an irregularity, such as improper assistance, the circumstance must be submitted to the Virginia Department of Education using the Testing Irregularity Web Application System (TIWAS) in SSWS.

A testing status should only be assigned after a careful review of the issues and all supporting documentation as outlined in Table 7.

9.1.2 Procedures for assigning testing status

School-based personnel must complete a Testing Status Assignment Request Form (Appendix D). This form must be signed by the principal. In addition to the completed form, staff must also provide required supporting documentation such as:

- Official Student Attendance Record
 - Current IEP or 504 Plan
 - Student Performance Report
 - Letter of explanation from School Official
 - Letter/Medical Reports
 - Irregularity number as assigned by TIWAS
- The completed form and supporting documentation must be submitted to the DDOT for review.

- If the request is **approved** by the DDOT, the appropriate Testing Status Code (Table 7) should be assigned to the student's VAAP or VGLA COE and entered in PearsonAccess. When a testing status is entered into the online system, the system will not allow performance scores to be entered for that student's assessment.
- If the testing status for a VAAP or VGLA COE is **not approved** by the DDOT, the COE should be scored during local scoring events. If the VSEP CWC is not approved for a testing status, it should be forwarded to Pearson for scoring by the published due date.
- All documentation regarding this process should be maintained by the DDOT until final scores have been received and verified. This documentation is subject to audits conducted by the Virginia Department of Education.
- The DDOT should follow these directions in order to apply a testing status to a VGLA, VSEP, or VAAP test assignment:
 1. in PearsonAccess under the *VAAP, VGLA, VSEP Administration*, select the *Test Management* tab, then select *Student Registration*;
 2. locate the specific student who requires the testing status code and select the student's name;
 3. select the *Assigned Tests* tab and select the specific test that requires the testing status code;
 4. select the *Edit* button on the blue bar;
 5. on the *Student Test Details* screen, select the *Mark Test Complete* button on the blue bar;
 6. scroll down to the bottom of the page and in the *Testing Status* box select the appropriate testing status;
 7. finally, select the *Save* button.

Table 7. Virginia Alternative/Alternate Assessments Testing Status Guidelines

Testing Status Code	Description	Supporting Documentation Required ¹
1 = Absent	Assigned when extended absences are equal to or more than 50% of instructional days and the ability of the student/teacher to collect appropriate evidence has been negatively impacted.	COE or CWC and official school attendance record documenting student absences.
3 = Limited English Proficient (LEP)	Assigned only to a Grade 3-8 LEP student with disabilities (dually identified) participating in the VAAP or special permission VSEP who is determined eligible for a one-time exemption as documented on her/his LEP Student Assessment Participation Plan for: elementary or middle school History/Social Sciences (<i>Virginia Studies and Civics and Economics</i>) and/or Grade 8 Writing. NOTE: Testing Status 3 is not available for coding on the VAAP, VGLA, VSEP Administration in PearsonAccess and therefore, must be applied to the corresponding SOL test (<i>Virginia Studies, Civics and Economics, and/or Grade 8 Writing</i>).	Determined eligible by the LEP Committee and specified in the student's LEP Student Assessment Participation Plan.
4 = Medical Emergency	Assigned when a student has been absent from school equal to or more than 50% of instructional days because of medical issues and returns to school without having collected appropriate evidence. This is NOT to include a hospital or homebound stay when educational services are continued based on IEP/504 services.	Letter or medical report documenting the nature and extent of the medical issue. and official school attendance report documenting student absences.
6 = Other – VDOE Approval	Testing Status 6 must be approved and applied by VDOE.	Documentation to be determined. It may include submitting an irregularity to VDOE.
8 = Other – VDOE Approval	Assigned when a student is not enrolled for an adequate period of time to collect evidence. This code is appropriate for out-of-state transfer students who enrolled in a Virginia school division after 50% of the instructional days have elapsed. Testing Status 8 must be approved and applied by VDOE.	School enrollment information documenting student's out-of-state transfer status and official school attendance record.
9 = Student Already Passed Test	Assigned when a student has already passed the test/assessment during a previous administration.	Student performance report documenting that the student passed the test/assessment in a previous administration.
10 = Substitute Test Taken	Not used in the Alternative/Alternate Assessment Administrations.	Not Applicable
11 = LEP Exempt Reading	LEP students who have attended school in the United States for less than 12 months may receive a one-time exemption for the VGLA Reading assessment in grades 3 through 8. This guideline also applies to students arriving from Puerto Rico. NOTE: Testing Status 11 may be applied to the corresponding SOL test in PearsonAccess.	Specified in the student's LEP Student Assessment Participation Plan, and school enrollment information documenting student's date of enrollment in a U.S. school(s), and official school attendance record.

Table 7. Virginia Alternative/Alternate Assessments Testing Status Guidelines, continued

Testing Status Code	Description	Supporting Documentation Required ¹
15 = Inappropriate Assistance	Assigned when the school division determines that inappropriate assistance was provided and the student evidence was not completed in the presence of school staff or independently by the student. Testing Status 15 must be applied by VDOE.	Letter from school official summarizing the nature and extent of the inappropriate assistance submitted to VDOE.
50 = Student Refusal	Assigned when a student refuses to participate in the assessment. It should be noted that a refusal to participate in the assessment will result in a score of "0" being assigned to the student's test record. This score will be included when determining the school's accreditation and federal accountability.	Letter from parent or school official documenting the refusal or IEP or 504 Plan documenting the refusal.
51 = Parent Refusal	Assigned when the parent refuses to have the student participate in the assessment. It should be noted that a refusal to participate in the assessment will result in a score of "0" being assigned to the student's test record. This score will be included when determining the school's accreditation and federal accountability.	Letter from parent or school official documenting the refusal or IEP or 504 Plan documenting the refusal.

¹Supporting documentation is to be maintained on file in the division unless otherwise noted.

9.2 Reporting Assessment Irregularities

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance;
- inappropriately influences the reporting of student performance;
- constitutes a breach in test security; or
- results in the improper implementation of student testing guidelines.

Examples of testing irregularities include, but are not limited to:

- A teacher or other adult provides improper assistance to a student.
- A student is not provided an accommodation that is specified in his/her IEP, 504 Plan, or LEP Student Assessment Participation Plan.
- A student is provided an accommodation that is not specified in his/her IEP, 504 Plan, or LEP Student Assessment Participation Plan.
- A set of VGLA or VAAP scores was entered, validated, and submitted in PearsonAccess under the wrong student's name/STI.
- Instances when a student's score needs to be excluded (Do Not Report).
- Instances when incorrect VGLA or VAAP scores were entered.

Irregularities for the alternative/alternate assessment programs must be reported to the Virginia Department of Education as instructed by the DDOT using the *Testing Irregularity Web Application System (TIWAS)*. When using TIWAS remember:

- If you select VGLA or VSEP as the Test Source, the Test Mode field is not required.
- If you select VAAP as the Test Source, the Test Level, Test Name, and Test Mode fields are not required.

- The Form field is still required for an alternative/alternate program assessment; however, any value can be entered. It is suggested that you enter VGLA, VAAP, or VSEP as appropriate.

For assistance using TIWAS for entering irregularities, refer to the following documents on the Virginia Department of Education Web site:

www.doe.virginia.gov/testing/test_administration/index.shtml

- Log in to SSWS to access TIWAS now
- TIWAS Overview (PPT)
- TIWAS User's Guide (PDF)

As part of the Virginia Accountability System, inappropriate administration of the alternative/alternate assessments is subject to the same consequences and repercussions as violations of test security for the Standards of Learning (SOL) assessments. Refer to the legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1 in Appendix G.

All known violations of the assessment procedures and security guidelines shall be reported through TIWAS or by e-mail at: Student_Assessment@doe.virginia.gov or by phone at: (804) 225-2102, or mailed to: Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

10. PREPARATION OF STUDENTS' WORK FOR SHIPPING

VGLA Collections of Evidence (COE)

The DDOT is responsible for shipping the VGLA COE selected for the Audit Institute to Pearson. Pearson will randomly select the students whose COE are to be audited and will notify the DDOT through PearsonAccess of the selected collections and the audit date.

VAAP Collections of Evidence (COE)

The DDOT is responsible for shipping the VAAP COE selected for the Audit Institute to Pearson. Pearson will randomly select the students whose COE are to be audited and will notify the DDOT through PearsonAccess of the selected collections and the audit date.

VSEP Course Work Compilations (CWC)

The DDOT is responsible for shipping the students' VSEP CWC to Pearson for scoring.

Shipping Fall 2016 VSEP CWC. Return shipping materials to prepare Fall 2016 VSEP CWC for shipping to Pearson will arrive in divisions by December 12, 2016. **Do not ship the Fall VSEP prior to January 3, 2017.** Ship the Fall VSEP CWC on January 3, 2017, so the CWC are received by Pearson **no later than January 5, 2017.**

Shipping Spring 2017 VSEP CWC. Return shipping materials to prepare Spring 2017 VSEP CWC for shipping to Pearson will arrive in divisions by April 28, 2017. Ship the Spring VSEP CWC no later than May 10, 2017, so the CWC are received by Pearson **no later than May 12, 2017.**

10.1 Receive VGLA/VSEP/VAAP Return Shipping Materials

Pearson will provide the following materials:

- Return Materials Cover Memorandum
- Return Shipping Instructions
- Pre-Identification (Pre-ID) Student Labels for all VSEP CWC, VAAP audited COE, and VGLA audited COE (to be placed on the spine of each binder and each piece of media that is not paper, such as DVD or cassette)
- Material Return Labels (Orange Labels for VGLA Audit Materials, Yellow Labels for VAAP Audit Materials, and Aqua labels for VSEP Materials)
- Pre-Printed UPS Shipping Labels
- New Return Boxes

10.2 Prepare Collections of Evidence/Course Work Compilations

The following is recommended:

- Use a three-inch binder to compile and organize the student's evidence.
- Secure media and extraneous materials in the binder and clearly label each piece of evidence.

10.2.1 Use Pre-ID student labels

A sheet of 16 Pre-ID labels is provided for each student. Use the Pre-ID labels as follows:

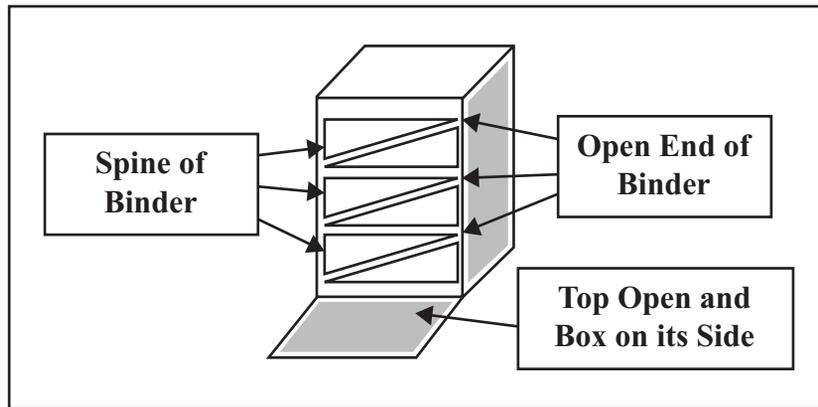
- Place one label on the outside spine of the binder.
- Place a label on each piece of non-paper media.
- In the event that you do not have a sufficient number of pre-printed Pre-ID student labels, make sure that each piece of evidence is clearly labeled with the student's name, date of birth, and the State Testing Identifier (STI).
- Confirm that the correct label has been affixed to the student's materials.
- To order additional Pre-ID labels, contact the Pearson Support Center.

10.2.2 Package Collections of Evidence/Course Work Compilations for shipping

Use the boxes provided by Pearson to ship the COE for the VGLA Audit Institute, or the VAAP Audit Institute, and/or the CWC for the VSEP scoring events. It is important to use these designated boxes for the safe transportation of test materials. If alternate boxes are used be sure they are an appropriate size, shape, and durability to ensure safe transit of these secure test materials.

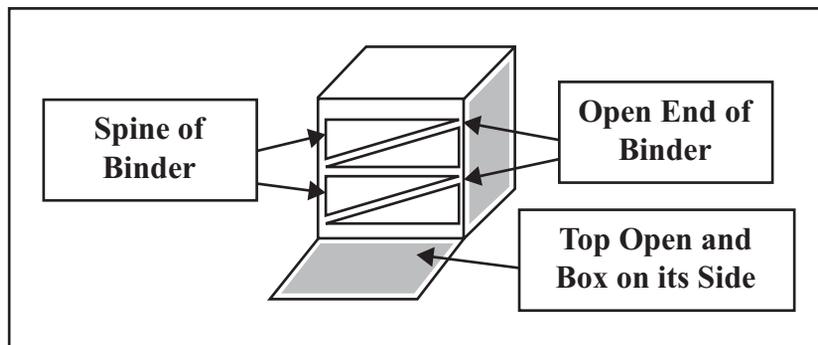
Locate the Material Return Labels and UPS shipping labels provided by Pearson and place one of each on the boxes. If additional shipping materials are needed, contact the Pearson Support Center. To pack 12-inch boxes: Place all binders upright in the box (box on its side) with the spines alternating until the box is full. This procedure will assist in distributing binders evenly within the box (see Packing Diagram for 12-inch boxes).

Packing Diagram for 12-inch boxes



To pack 6-inch boxes: Place all binders upright in the box (box on its side) with the spines alternating until the box is full. This procedure will assist in distributing binders evenly within the box (see Packing Diagram for 6-inch boxes).

Packing Diagram for 6-inch boxes



Complete the *Material Return Labels* and affix one to the outside of each box of VGLA or VAAP COE, or VSEP CWC that you are returning to Pearson. In the “Number of Collections” field on the label, write the total number of collections that you are returning in a box. For example:

- If Box 1 contains **4** collections, write **4** on the available line.
- If Box 2 contains **2** collections, write **2** on the available line.

Sample Material Return Label

P-0003 S-0000	
DIVISION NAME	021
123 MAIN STREET CITY, VA 24567	DIST: BOX _____ OF _____
NUMBER OF COLLECTIONS: _____	
VGLA SPRING 2014	
TO: VIRGINIA BEACH PSC - PEARSON 2900 SABRE ST STE 800 VIRGINIA BEACH, VA 23452-7374	
SCORABLE MATERIALS	
	
770-775-001 0039158135 ANS	

On the appropriate *Material Return Labels* for VGLA, VSEP, or VAAP, in the field “Box _____ of _____,” write the number sequence of the box on the first line and the total number of boxes that you are returning on the second line. For example:

- Box 1 of 3
- Box 2 of 3
- Box 3 of 3

Affix the appropriate colored *Material Return Label* to each box. Seal the boxes securely with packing tape. Place the boxes in a secure location until pick-up.

10.3 Arrange Return Materials Pick-up

- Your return material shipment contains pre-printed return UPS shipping labels. Remove the backing and affix one label on each box. Do not alter these shipping labels. UPS will not accept packages with altered labels. If additional labels are needed, contact the Pearson Support Center.
- Do not use a photocopy of the shipping labels.
- Have your materials ready for pick-up by the announced due date. Call UPS 24-48 hours in advance and arrange for a pick-up date and time that works best for you. UPS WILL NOT schedule a pick-up the same day the call is made.
- Have the following information available for the UPS representative:
 - physical location where the packages are to be picked up from;
 - number of boxes being shipped; and
 - account number.
- Once the pick-up is confirmed, you will receive a confirmation number that can be referenced, if needed, when calling in with questions or changes.

You may contact the Pearson Support Center with any questions concerning the return shipping instructions.

11. VGLA AND VAAP LOCAL SCORING GUIDE

The students' Collections of Evidence (COE) for the Virginia Grade Level Alternative (VGLA) *Reading* assessment and the Virginia Alternate Assessment Program (VAAP) are scored locally in scoring events sponsored and supervised at the division level. To ensure that local scoring events adhere to standardized security procedures and practices, a scoring event coordinator should be assigned to facilitate and supervise the process. The scoring event coordinator is selected at the discretion of the division administration, but the duties are often managed by the DDOT, Director of Special Education, or another designee. This section provides information and guidance to local scoring event coordinators regarding important activities that occur before, during, and after the local scoring events.

11.1 Before the Local Scoring Event

Prior to the local scoring event, the Scoring Event Coordinator is responsible for the organization of logistics, selection of scorers, coordination of training, and preparation of supplies and equipment.

11.1.1 Choose scoring event location

- Make arrangements for appropriate physical conditions for conducting the scoring event. The scoring room should be quiet, well lighted, and well ventilated. The location should be spacious so that there will be sufficient work space for scorers, secure storage of the COE, as well as ample space for entry of scores into the online system.
- Scorers should have enough work surface for the COE, supplies, resource materials, and devices needed for scoring.
- It may be helpful to post a sign on the door(s), "SCORING IN PROGRESS: DO NOT DISTURB."

11.1.2 Determine scoring event timeframe

- Carefully consider and plan for the timeframe in which scoring will occur and the length of the scoring day.
- To determine the timeframe or how long it will take to score the COE, obtain an accurate count of the number of COE for the VGLA *Reading* assessment and for the VAAP.
- Estimate the amount of time required to complete the scoring process using the following information.

Collection of Evidence	Approximate Scoring Time
VGLA Reading	50-60 Minutes
VAAP (Entire COE)	30-40 Minutes

- In considering the scoring timeframe, be mindful of the score entry due dates listed below and the approximate time needed to score a COE for the VGLA *Reading* assessment and the VAAP.
- Entry of VAAP scores into the Web-based system may occur March 27 – May 19, 2017.

- Entry of VGLA *Reading* scores into the Web-based system may occur March 27 – June 2, 2017.

11.1.3 Select scorers

The Scoring Event Coordinator has the important responsibility of selecting scorers.

- The Scoring Event Coordinator can estimate the number of scorers that will be needed by identifying the number of collections to be scored, multiplying the number by the time needed to score a collection, and determining the number of days to set aside for scoring.
- School divisions may use individual scorers or scoring teams to score the VGLA *Reading* or VAAP COE.
- If a single scorer is used, the scorer must have content knowledge in the area of the collection being scored and special education experience.
- If a scoring team is used, at least one team member must have content knowledge in the area of the collection being scored and at least one team member must have special education experience.
- All scorers are expected to participate in local training, including those who have experience from previous VGLA or VAAP scoring events.
- A scorer is NOT allowed to score any COE for which he/she has had involvement in the development of the collection or in the training of the teacher preparing the collection.

11.1.4 Train scoring staff

The Virginia Department of Education provides train-the-trainer sessions for local school division staff who are expected to replicate the training for local scorers and score entry staff. The Scoring Event Coordinator is responsible for coordinating or conducting the training for scorers.

11.1.4.1 Training scorers

- The local training should include a thorough review of the scoring tools: the Local Scorer's Guide and the Anchor Sets.
- The Local Scorer's Guide contains a step-by-step checklist of the scoring process, the scoring rubric, and scoring rules. The Local Scorer's Guide is available from the DDOT and may be reproduced for local scorers. The VGLA scoring rubric is located in Table 1. The VAAP scoring rubric is located in Table 6. The VGLA scoring rules are located in Section 6.4.2.5 and the VAAP scoring rules are located in Section 8.4.4.
- An Anchor Set is a collection of pre-scored, purposefully selected student materials that exemplify each rubric score point. Subject-specific Anchor Sets help to illustrate the key concepts described in the rubric. Anchor papers are reviewed by committees of Virginia educators and approved by the Virginia Department of Education. For detailed information refer to the PowerPoint presentations provided by the DDOT.

- Scorers must have ample time during the local training session to apply their scoring knowledge and to discuss scores using the Practice Sets provided. The more practice that scorers receive, the greater their confidence will be during the scoring event. For this reason, Practice Sets are provided for the VGLA and VAAP scorers.
- In addition to the Practice Sets, school divisions are also provided Qualification Sets. Qualification Sets may be used as additional practice materials or they may be used to evaluate the scorer’s application of scoring rules and procedures. Although the qualification of scorers is not required, it is strongly encouraged.

11.1.4.2 Scorer training topics

Address the training topics listed below as related to the VGLA or VAAP Scoring Event.

TRAINING TOPICS FOR LOCAL SCORERS
• Overview of Local Scoring Process
• Roles and Responsibilities for Scoring Staff (Scoring Event Coordinator, Scorers, Scoring Team Leader, if applicable, Score Entry / Score Validation Staff, Division Director of Testing (DDOT), etc.)
• Security Guidelines: User Roles
• Non-Disclosure/Conflict of Interest Agreement for Scoring Events (Appendix E)
• Check-out/Check-in Procedures for Collections of Evidence (Appendix E)
• Components of the Collection of Evidence
• Types of Evidence
• Maintenance of Collections of Evidence During the Scoring Event
• How to Use the Scoring Tools and Local Scorer’s Guide: Scoring Process, Scoring Rubric, Scoring Rules, Anchor Set, Practice Set, Qualification Set (Guided Practice)
• Ensure Fairness and Equity in the Scoring Process
• Online Scoring System
• Student Data
• Manage Scores
• Entering Test Accommodations
• Assigning Testing Status
• Procedures for Reporting Assessment Irregularities
• Audit Process
• Score Correction Process
• Reports

11.1.5 Assemble scoring materials

The Scoring Event Coordinator should be prepared to provide the following materials and equipment for the scoring event. This list is not intended to be exhaustive as other materials and equipment may be needed.

SCORING MATERIALS
<ul style="list-style-type: none">• Copies of the Local Scorer’s Guide and Training Sets (Anchor Sets, Practice Sets, Qualification Sets) for each scorer
<ul style="list-style-type: none">• VGLA <i>Reading</i> or VAAP Content Area Worksheets
<ul style="list-style-type: none">• Non-Disclosure/Conflict of Interest Agreement for Scoring Events (Appendix E)
<ul style="list-style-type: none">• General office supplies such as pens, pencils, tape, paper clips, staplers, etc.
<ul style="list-style-type: none">• Calculators
<ul style="list-style-type: none">• TV/Video players
<ul style="list-style-type: none">• Computers with DVD players
<ul style="list-style-type: none">• Any other equipment needed to review student evidence
<ul style="list-style-type: none">• The Standards of Learning (SOL) Curriculum Frameworks for <i>English (Reading and Writing)</i>, <i>Mathematics</i>, <i>Science</i>, and <i>History/Social Science</i>, Depth of Knowledge Categories Based on Bloom’s Taxonomy for VGLA. (These documents should only be used as reference tools.)
<ul style="list-style-type: none">• Computer with access to the Internet for online score entry

11.2 During the Local Scoring Event

The Scoring Event Coordinator should be on-site during the scoring process to ensure that the COE are maintained securely and scoring is conducted according to guidelines.

11.2.1 Distribute scoring materials

The Scoring Event Coordinator or designee should provide the scorers all materials needed to score the COE as outlined in Section 11.1.5 of this manual. The score entry staff will need a computer with Internet connection to enter scores into the online system.

11.2.2 Check-out procedures for Collections of Evidence

The Scoring Event Coordinator should establish procedures for checking-out the COE to scorers/scoring teams. Ensure the security and accountability of all scoring materials from the time of receipt until the process is completed. Refer to the *VGLA/VAAP Collection of Evidence Master List Form* and the *VGLA/VAAP Collection of Evidence Transmittal Form* (Appendix E).

11.2.2.1 Collect signed Non-Disclosure/Conflict of Interest Agreements/Scorers Agreements

- All scoring staff that will have access to the students' COE should read and sign a *Virginia Alternative and Alternate Assessment Non-Disclosure/Conflict of Interest Agreement for Scoring Events* (Appendix E) before they receive the students' COE. This agreement requires that persons participating in the scoring events who are responsible for reviewing, scoring, or handling the COE or related confidential student education records must comply with the Family Educational Rights and Privacy Act (FERPA).
- Scoring staff may not discuss specific student education records, COE, ratings, proficiency levels, or scoring issues outside of the scoring team deliberations. This prohibition does not apply to general discussions of the scoring process for professional development or training purposes.
- A scorer must not use her/his membership on the VGLA and/or VAAP scoring team to influence the selection of student materials for the COE. If a scorer has provided training or technical guidance to the student and/or teacher in submitting or reviewing a particular COE, he/she may not score that particular collection of evidence.
- Obtain a signed agreement from all scoring staff. Do not use file photocopies from previous scoring events.
- Maintain the signed agreements on file as instructed by the DDOT.

11.2.2.2 Check the Collection of Evidence for completeness

The Scoring Event Coordinator may provide a *VGLA/VAAP Collection of Evidence Transmittal Form* (Appendix E) to check-out and check-in the COE to the scoring staff.

Upon receipt of the *VGLA Reading* or *VAAP COE*, the scorers must check to make sure the following items are included:

VGLA

- A signed *Affidavit of Student Performance* verifying that the student independently completed all evidence under the supervision of the content teacher or other school personnel and under testing conditions in which the student did not have access to hints, clueing, or prompts that would provide answers;
- Evidence that demonstrates individual achievement on all SOL addressed in the test blueprint for a specific grade level and content area; and
- Any locally required documentation.

VAAP

- A signed *Affidavit of Student Performance* verifying that the student independently completed all evidence in the presence of a teacher

or other school personnel and under testing conditions in which the student did not have access to hints, clues, or prompts that would provide answers;

- Evidence that demonstrates individual achievement on ASOL for a specific grade level and content area;
- VAAP Content Area Cover Sheets (one for each content area); and
- Any locally required documentation.

Scorers should inspect evidence to ensure that each sample of work has the following:

- completed SEI Tag;
- captions for all photographs (VAAP only), as appropriate; and
- a grade or statement of accuracy, as appropriate.

11.2.3 Implement scoring quality control activities

The Scoring Event Coordinator should consider incorporating quality control activities throughout the scoring event to ensure that scorers evaluate the COE according to the scoring tools: scoring rubric, (for VGLA see Table 1; for VAAP see Table 6), and scoring rules (VGLA is in Section 6.4.2.5; VAAP is in Section 8.4.4). The suggested activities that follow may help to prevent scorers from drifting away from the scoring standards established by the scoring tools. These activities are especially important if the scoring event spans multiple days or multiple sessions.

- Review the Local Scorer’s Guide at the beginning of each scoring session. Although scorers have been trained, a brief review of these vital tools will keep critical scoring concepts clear in their minds.
- Conduct a group scoring activity using papers from the Qualifying Set. Ask all scorers to score a couple of papers from one of the Qualifying Sets. Each scorer should submit his/her scores to the Event Coordinator. Discuss the annotation and the scoring points awarded after scorers have turned in their scores. Review the submitted scores to quickly assess whether or not scorers are staying on track and appropriately applying the scoring tools. If a scorer is not scoring accurately, additional practice may be needed before scoring resumes.
- Conduct a brief review of specific scoring rules from time to time. Particular emphasis may need to be placed on any scoring rule that has been noted as an issue and noted in division monitoring, pre-scoring activities, and/or during the scoring process.

11.2.4 Monitor violation of scoring rules

Scorers will often need directions and guidance from the Scoring Event Coordinator if it appears that specific samples of evidence violate scoring rules. Scorers should always be directed to consult with the Scoring Event Coordinator for technical assistance when questionable samples of evidence are encountered.

11.2.5 Check for technical errors

Evidence that should be brought to the attention of the Scoring Event Coordinator may include:

- Ungraded student work.
- Student work with mislabeled or incomplete SEI (Student Evidence Identification) Tags.
- Student work copied from sources such as chalkboards/dry-erase boards, texts, class notes, and computers or copied from directions or examples on worksheets.
- Student work completed as homework assignments, take-home tests, or open-book tests.
- Student work that raises questions regarding whether the work is that of the individual student.

In the following sections, guidance is provided for handling technical errors.

11.2.5.1 Ungraded work

- Ungraded work is considered a technical error and may be corrected by the Scoring Event Coordinator or designee during the scoring event. However, the scorer who is scoring the evidence should never be allowed to grade or correct student work and should not place a grade or a mark of any kind on student evidence.
- When presented with ungraded work, the Scoring Event Coordinator has the option of correcting this technical error by grading the work or assigning the task to another individual within the division with the necessary content expertise. In some instances, the Scoring Event Coordinator or designee may not be able to grade the work. If this occurs, the work cannot be considered for scoring.
- The individual designated to grade the work sample should mark correct and incorrect answers and assign an overall grade. Additionally, the Scoring Event Coordinator may note on the sample of work that this evidence was graded during the scoring event along with the date and the name of the individual that graded the student's work. (See Appendix F, *Scoring Rule Examples*, VGLA and VAAP examples.)

11.2.5.2 Mislabeled or incomplete SEI Tags

- A mislabeled or incomplete SEI Tag is considered a technical error and may be corrected by the Scoring Event Coordinator during the scoring event.
- A scorer may notice that the evidence in the collection should be applied to a SOL or an ASOL and bullets that are different from those listed on the SEI Tag. In this case, the Scoring Event

Coordinator has the option of correcting the SEI Tag or assigning this task to a designee. The designee assigned to this task should never be a scorer.

- A scorer may notice that the SEI Tag is incomplete. For example, an incomplete SEI Tag may be missing an SOL bullet. In this case the local Scoring Event Coordinator has the option of adding the bullet or assigning this task to a designee. The designee should never be a scorer.
- The Scoring Event Coordinator or designee should correct or complete the SEI Tag, initial and date, and return the COE to the scorer for scoring. (See *Mislabeled or Incomplete SEI Tags*, VGLA *Reading* and VAAP content area examples in Appendix F.)

11.2.5.3 Other technical errors

Examples of other technical errors that cannot be corrected during the scoring event may be presented to the Scoring Event Coordinator. Evidence with the errors outlined below cannot be included in scoring. In such cases, if the only evidence presented for an SOL has been determined to have a technical error, the scorer must assign a score point of “0.”

The following technical errors which cannot be corrected during scoring are illustrated for VGLA *Reading* and VAAP content area work samples and are located in Appendix F:

- Evidence without an SEI Tag or with a blank SEI Tag
- Uncaptioned photographs (VAAP only)
- Evidence completed in a group in which an individual student’s contribution is not clearly identified
- Evidence copied from sources such as textbooks, worksheets, class notes, chalkboards/dry-erase boards, computer, etc.
- Hand-over-hand or full physical assistance

11.2.6 Score entry staff

11.2.6.1 User accounts

The Division Director of Testing (DDOT) is responsible for assigning new “User Roles” to current users or adding new users and assigning VGLA and VAAP User Roles in PearsonAccess. The following chart summarizes the User Roles and a description of permissions associated with the roles used during the VGLA and VAAP scoring process.

Description of Permissions Associated with the Role	USER ROLES			
	Division DOT	Division Alt Program DOT	Score Entry Staff	Score Validation Staff
View, add, and edit groups	X	X		
View, add, and edit students to groups	X	X		
Access to the “Edit” and “Save” Buttons in Manage Scores, which allows the user to enter the scores or edit the entered scores	X	X	X	
Access to the “Validate Scores” Button	X	X		X
Access to Pre-ATP Published Reports	X			
Access to Submitting ATP and Ordering Printed Reports	X			
Access to Post-ATP Published Reports	X			

Key: ATP=Authorization to Proceed

11.2.6.2 Student registration

All students participating in the VAAP or VGLA *Reading* assessment must be registered in PearsonAccess for the *VAAP VGLA VSEP 2016-2017 Administration*, assigned to a Group, and assigned to a test or tests. Student registration may be accomplished by submitting a *Student Data Upload (SDU)* file or by registering students into PearsonAccess. When these steps are completed, a student is registered in the online system.

For the VAAP VGLA VSEP SDU template or file requirements go to:

www.pearsonaccess.com

After logging in, go to the Support page, select “SDU,” and select “2016-2017 VAAP VGLA VSEP SDU File Template.” For the SDU requirements,

select “SDU” from the Support page, and then select “2016-2017 VAAP VGLA VSEP SDU File Requirements.”

11.2.6.3 Score upload option

School divisions have the option to either electronically upload their VAAP and VGLA *Reading* scores as a Score Upload file into the PearsonAccess Web-based system via a process called *Manage Score Files Submission* or to enter scores via *Manage Scores* screens. For detailed information about the score upload option, go to the *VAAP VGLA Score Upload File Requirements* document in the Resources section of PearsonAccess.

11.2.6.4 Score entry

Manage Scores allows school divisions to enter the locally assigned VAAP content area and VGLA *Reading* scores. Using the VAAP content area or VGLA *Reading* Collection of Evidence Scoring Worksheets completed by the scorers, the score entry staff will enter, save, and submit scores for validation in the online system. For more detailed information, refer to the training materials provided by the Virginia Department of Education.

11.2.6.5 Score validation

After the scores have been entered, saved, and submitted for validation, the score validation staff will access the *Manage Scores* screen within PearsonAccess. The *Manage Scores* screen will allow the score validation staff to verify that the scores entered match the locally assigned scores on the VAAP content area or VGLA *Reading* Worksheets. Upon validating the scores, the user will select the “Validate Scores” button. For more detailed information, refer to the training materials provided by the Virginia Department of Education.

11.2.6.6 Incorrect score entry

If the score validation staff determines that a score was entered incorrectly, they may note this on the VAAP content area or VGLA *Reading* Worksheet as directed by the Scoring Event Coordinator. Only score entry staff are authorized to correct the issue. The score entry staff may make the correction by following the same steps used for entering scores.

11.2.7 Verify completion of scoring

As the scoring event progresses, the Scoring Event Coordinator must ensure that each submitted COE has been scored and entered into the online scoring system. This can be accomplished in a variety of ways, which may include the following:

- Confirm that all tests are in “Completed” status in PearsonAccess.

On the *Manage Scores* screen, the Scoring Event Coordinator or designee

may select the Student Name; the *Scoring Process* field will display the following:

1. Not Scored (no scores have been entered);
 2. Needs Validation (scores have been entered and saved, but not validated); or
 3. Completed.
- Develop a verification form that documents that a COE has successfully moved through the scoring and online score entry processes.
 - Conduct rechecks after the Scoring Event. The Scoring Event Coordinator should conduct a thorough recheck to ensure that each COE submitted has been scored and entered into the online system. This process will require extra time and effort on the part of the Scoring Event Coordinator, but it will help to ensure that a COE or a box of collections is not inadvertently overlooked.

11.3 After the Scoring Event

11.3.1 Enter test accommodations

Entering test accommodations in PearsonAccess is optional except for a VGLA *Reading* assessment administered with a read-aloud or audio accommodation to a dually identified student. The VGLA *Reading* assessment must be coded in PearsonAccess as follows:

Coding of Read-Aloud/Audio Accommodations

TYPE	ACCOMMODATION	REQUIRED CODE
Standard	Read-aloud	code 14
Standard	Audio	code 15

Additional information regarding the read-aloud or audio accommodation is available in Informational Superintendent's Memorandum Number 235, dated October 27, 2006, *Guidelines for the Read-aloud/Audio Accommodation on the Standards of Learning (SOL) Reading Tests and the Virginia Grade Level Alternative (VGLA) for Reading*.

NOTE: Test alerts will not be generated for any accommodations entered in this administration.

11.3.2 Account for incomplete Collections of Evidence

On occasion, the Scoring Event Coordinator may receive incomplete COE or cases in which a collection has not been submitted due to excessive student absences, medical issues, late transfers, or extenuating circumstances beyond the control of the school division. These cases should be immediately brought to the attention of the DDOT who may be able to assign a testing status code to the COE if sufficient supporting documentation is available.

Although student evidence is collected throughout the school year, extenuating circumstances may result in VGLA *Reading* or VAAP content area evidence being insufficient to score. For detailed information, refer to Section 9.1, *Testing Status*.

11.3.3 Audit reports posted in PearsonAccess

An Audit Selection Report and Audit Student Roster Extract will be posted in PearsonAccess and will identify randomly selected COE for VGLA and VAAP audits. The audit reports can be accessed in PearsonAccess under the *Test Results* tab by selecting the *Published Reports* link under the “View By: Division” radio button and are refreshed each Monday morning. In addition to posting the audit reports, Pearson will send Pre-ID labels and shipping materials to each division for the audited collections. The Scoring Event Coordinator will receive an audit report during the scoring process close to the end of the scoring window. The report includes the student’s name, STI, and the content area needed. For more detailed information, refer to Section 10, *Preparation of Students’ Work for Shipping*.

11.3.4 Complete scorer questionnaire

After scorers have completed the task of scoring, they will likely have insights regarding professional development needs for teachers working on evidence-based assessments and suggestions for improving VGLA/VAAP implementation and the scoring process. A post-scoring questionnaire for scorers is provided in Appendix E. Feedback from scorers may provide helpful information in the design of future professional development sessions and technical assistance activities for staff.

11.3.5 VGLA and VAAP scoring irregularities

If incorrect score entries are discovered after the scores have been entered and validated, and the test is in “Completed” status, submit the scoring irregularity to the Virginia Department of Education using the *Testing Irregularity Web Application System* (TIWAS) (refer to section 9.2). Virginia Department of Education assessment staff will communicate with the DDOT regarding the requirements for resolution.

Frequently Asked Questions by Teachers

Q1. Which LEP students are eligible to take the VGLA *Reading* assessment?

In order to participate in the VGLA *Reading* assessment, limited English proficient (LEP) students in grades 3–8 must meet the eligibility criteria as specified in the document *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*, which is available on the Virginia Department of Education’s Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

Q2. For which grade levels can the VGLA *Reading* assessment be used as an alternative to the SOL assessments?

The VGLA *Reading* assessment is available for eligible LEP students in grades 3–8 as an alternative to the SOL *Reading* test in grades 3–8.

Q3. Can materials that are below grade level be used as evidence in the VGLA *Reading* assessment Collection of Evidence (COE)?

As a grade-level alternative to the SOL *Reading* assessment, the VGLA *Reading* assessment requires materials to be appropriate for the LEP student’s grade of enrollment. If submitted evidence is clearly below grade level, the evidence cannot receive a score point higher than “1.”

Q4. Can LEP students use accommodations on VGLA *Reading* assessment evidence?

Yes. An LEP student may submit evidence using testing accommodations as specified in his/her current LEP Student Assessment Participation Plan. A dually identified student may submit evidence using testing accommodations as specified in his/her current IEP or 504 Plan **and** current LEP Student Assessment Participation Plan.

Q5. Can a dually identified student use the read-aloud or audio accommodation during the collection of evidence?

Dually identified students who are eligible to participate in the VGLA *Reading* assessment based on their LEP status may be eligible to use the read-aloud or audio accommodation during the collection of evidence. IEP/504 Teams **and** LEP Committees must work collaboratively to determine VGLA *Reading* assessment participation and testing accommodations based on the student’s LEP status **and** disability. Statewide assessment participation and special test accommodations must be documented in his/her current IEP/504 Management Plan **and** LEP Student Assessment Participation Plan. Eligibility for the read-aloud or audio accommodation must be based on the guidelines set forth in Superintendent’s Memorandum, No. 235, dated October 27, 2006, which is available at:

www.doe.virginia.gov/administrators/superintendents_memos/2006/inf235.html

Q6. Collecting samples of work for LEP students submitting a VGLA Reading assessment takes a great deal of effort. Why do teachers have to prepare Collections of Evidence (COE) of student’s work for this assessment?

Collecting student work samples is a routine part of the ongoing instructional process. Although additional work is required to complete evidence under testing conditions and to prepare the COE for submission, the VGLA *Reading* assessment provides eligible LEP students with a method of demonstrating their knowledge of SOL *Reading* content through non-traditional means. Given the broad range of assessment activities available to LEP students participating in the VGLA *Reading* assessment, a COE is a flexible and efficient method for examining LEP student performance in the content area of *Reading*.

Q7. Can the VGLA Reading assessment Collection of Evidence (COE) be reviewed by parents and other school personnel?

Yes. While the COE is being developed, but prior to scoring, it is available for review and feedback by the LEP student, parent(s), and school personnel as needed; however, the collection must not be altered in any way. The Virginia Department of Education recommends that the COE be reviewed in the presence of a school administrator or designee. Additionally, because the COE is considered secure assessment material, the school may require that anyone reviewing the COE sign a security agreement or affidavit in conjunction with the review process. The COE must never be sent home for review.

Upon request, the results and the COE must be accessible to the LEP student, his/her teachers, and his/her parents.

NOTE: For retention and disposition of VGLA COE after administration, refer to the *Records Retention and Disposition Schedule General Schedule 21* series 000239 and 000240. General Schedule 21 is available on the Library of Virginia Web site at:

www.lva.virginia.gov/agencies/records/sched_local/GS-21.pdf

Q8. How is the VGLA Reading assessment scored?

VGLA *Reading* assessment COE are submitted to the school division and scored by a locally maintained cadre of scorers or scoring teams. Scorers receive training on the process of applying the scoring rubric to submitted evidence, use of the online scoring system, and other information pertinent to scoring the VGLA *Reading* assessment. The VGLA *Reading* assessment rubric and scoring rules are located in Section 6 of this manual.

Q9. Why is my local school division scoring the VGLA Reading assessment, and how is the online scoring system used?

Scoring VGLA evidence is the joint responsibility of the school division, the Virginia Department of Education, and the testing contractor. Local scorers or scoring teams are responsible for examining evidence and assigning score points in a holistic manner by applying a scoring rubric and scoring rules. Once all evidence submitted for a specific VGLA *Reading* assessment COE has been scored, scorers or scoring teams will enter their ratings into the online scoring system. The online scoring system will then generate a final score and proficiency level. Using these score points, the testing contractor and the

Virginia Department of Education will calculate proficiency and provide online reports via an online scoring system.

Q10. What is a VGLA *Reading* assessment audit?

After all scores are submitted for the VGLA *Reading* assessment COE, the testing contractor will randomly select submitted COE for audit. The purpose of the VGLA *Reading* assessment audit is to ensure that scorers or scoring teams are correctly applying the scoring rubric to submitted COE.

Q11. How will I know if my school or LEP student has been selected for an audit of his or her VGLA *Reading* assessment?

The test contractor will notify the Division Director of Testing regarding which LEP students' VGLA *Reading* assessment COE have been selected for audit.

Q12. Can VGLA *Reading* assessment evidence be collected across more than one school year?

Since the content area of *Reading* is assessed annually in grades 3–8, the VGLA *Reading* assessment COE must address the SOL specified in the test blueprint for the LEP student's grade of enrollment. It should be noted that the grade 3 *Reading* SOL test blueprint includes grade 2 *Reading* SOL. Evidence for the grade 2 *Reading* SOL listed in the grade 3 blueprint may be collected in either grade 2 or grade 3.

The school staff collecting evidence while the LEP student is in grade 2 must also be trained on VGLA *Reading* assessment implementation and sign the affidavit indicating that the work is solely that of the student and was completed under the supervision of the content area teacher or other school personnel **and** under testing conditions. Additionally, the school division must ensure that the COE is secured and appropriately transferred from grade 2 to grade 3 staff.

Q13. What should I do if an LEP student taking the VGLA *Reading* assessment transfers between schools or between divisions during the school year?

In accordance with Testing Memo Number 689, dated February 14, 2008, the school division enrolling the transfer LEP student should formally request the student's education record. Once the education record has been requested, the transferring school/division should **securely** forward the student's VGLA *Reading* assessment COE to the school/division enrolling the student, taking care to ensure that all student work samples include:

- graded work samples with correct and incorrect answers indicated;
- completed SEI Tags on each piece of evidence; and
- a completed affidavit signed by school staff to verify that the work is solely that of the student and it was completed under the supervision of the content area teacher or other school personnel **and** under testing conditions.

The school/division transferring the student must maintain a copy of all student work and supporting documentation sent to the school division enrolling the student. Copies should be maintained as determined by the Library of Virginia Records Retention and Disposition Schedule.

Depth of Knowledge (DOK) Categories Based on Bloom's Taxonomy

DOK Category	Description	Key Verbs		
Recall Knowledge	This category includes the cognitive process of remembering information.	Choose Count Define Identify	Label List Match Observe Quote	Recite Repeat Reproduce Select State
Comprehension	This category includes the cognitive process of manipulating recall level information in a basic way, such as explaining an idea or concept in one's own words.	Classify Collect Compare Conduct Contrast Describe	Determine Discuss Distinguish Explain Find Generalize Infer	Interpret Locate Order Rephrase Sequence Summarize Translate
Application	This category includes the cognitive process of using known information to solve new problems.	Add Apply Compile Compute Demonstrate Divide Estimate Express	Factor Give Examples Graph Illustrate Interpret Investigate Map Multiply	Predict Prove Represent Simplify Solve Subtract Use Verify
Higher-Order Thinking	This category includes the cognitive processes of analyzing, synthesizing, and evaluating information.	Analyze Appraise Arrange Assess Categorize Characterize Combine Compare and Contrast Conclude Construct Create Criticize Critique	Defend Design Develop Diagram Differentiate Discriminate Evaluate Examine Extend Formulate Generate Grade Group	Judge Justify Organize Outline Plan Recommend Refine Revise Separate Subdivide Support Synthesize Value Write

2016–2017 Affidavit of LEP Student Performance

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Division: _____ School: _____

Content Area: _____

I, the undersigned, do attest that all work contained in this Collection of Evidence was performed, to the best of my knowledge, by the LEP student using allowed accommodations as stated in his/her current LEP Student Assessment Participation Plan and in the presence of a teacher or other school personnel. In compiling this evidence with the student and/or on his/her behalf:

I have

- included only work completed under testing conditions in which the student did not have access to hints, clueing, or prompts that would provide answers;
- included only work completed solely by the student in the presence of the content area teacher or other school personnel; and
- provided the accommodations required by the student as documented in his/her current LEP Student Assessment Participation Plan.

I have not

- fabricated, altered, or modified student work, products, or data;
- provided inappropriate assistance and have no knowledge of inappropriate assistance provided by others;
- described behaviors that provide a negative image of the student; or
- provided any accommodations/assistive devices that are not documented in the student's current LEP Student Assessment Participation Plan and are not a regular part of the student's daily instruction.

I understand that the Virginia Grade Level Alternative is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning assessments.*

Signatures:

Print Name	Signature	Title/Position	Date

I have reviewed the contents of this Collection of Evidence and I understand that the Virginia Grade Level Alternative is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning assessments.*

Print name:	Signature:	Title/Position:	Date:
		Building Administrator or Designee	

*Refer to Appendix G for legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1.

2016–2017 Teacher Checklist for Collection of Evidence (COE)

TeacherName: _____ StudentName: _____

1. 2016-2017 VGLA Reading Assessment Affidavit of LEP Student Performance

<input type="checkbox"/>	Signed affidavit is included.
<input type="checkbox"/>	Each staff person involved in supervising the student during the creation of evidence has signed the affidavit (Language Arts or Reading teacher, ESL teacher, etc.). Building Principal or designee has also reviewed the COE and signed the affidavit.

2. Student Evidence Identification (SEI) Tag

<input type="checkbox"/>	A completed SEI Tag has been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each completed SEI Tag has been reviewed to ensure it identifies the correct SOL and bullet(s), as appropriate.

3. Other Required Forms

<input type="checkbox"/>	All division-required forms are included in the COE.
<input type="checkbox"/>	If an interpreter/transliterator (for sign language/cued speech) was used, the signed <i>Interpreter's Affidavit</i> is included with the COE. The Affidavit is available in Appendix D in the <i>2016–2017 Virginia Alternative and Alternate Assessments Administrator's Manual</i> .

4. Supplemental Forms

<input type="checkbox"/>	The appropriate VGLA Reading Assessment Scoring Worksheet has been included.
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5. Evidence

<input type="checkbox"/>	All student work has been graded (% , letter grade, number correct, etc.) so that correct and incorrect work is clearly identified, or a statement of accuracy describing the student's performance has been included.
<input type="checkbox"/>	Evidence to be submitted represents the student's work completed under testing conditions without access to hints, clueing, prompts, or references to other sources that would provide answers or unfair advantage for the student.
<input type="checkbox"/>	Evidence to be submitted defends each SOL <u>stem</u> and <u>bullet</u> , as specified in the test blueprint.
<input type="checkbox"/>	Evidence to be submitted addresses the depth of knowledge for each SOL <u>stem</u> and <u>bullet</u> , as specified in the test blueprint.

6. Media (Video, Audio)

<input type="checkbox"/>	A completed SEI Tag is on all the media evidence.
<input type="checkbox"/>	A signed media release is on file for this student.

Video

<input type="checkbox"/>	All video clips are short and focus on the skills and knowledge the student needs to demonstrate for each SOL.
<input type="checkbox"/>	All video clips are recorded in the division's required format – (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division's required outputs – (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	All video clips have been checked to ensure they have been recorded correctly.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the COE. A completed SEI Tag is on each transcription.

Audio

<input type="checkbox"/>	All audio clips are short and focus on the skills and knowledge the student needs to demonstrate for each SOL.
<input type="checkbox"/>	All audio clips are recorded in the division's required format – (cassette tapes, mp3, wav, etc.).
<input type="checkbox"/>	All audio clips have been checked to ensure they have been recorded correctly.
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the COE. A completed SEI Tag is on each transcription.

7. Other Recommended Steps

<input type="checkbox"/>	Other teachers have provided input, as appropriate.
<input type="checkbox"/>	Division or School Administrator has reviewed the student's COE for accuracy and completion.

2016–2017 Administrator Checklist for Collections of Evidence

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each Collection of Evidence (COE) for the information in the chart below. Place a (+) if the item is satisfactory, a (-) if the item is unsatisfactory, and (NA) if the item does not apply.

Items to Review:	Student Name:	Student Name:	Student Name:
VGLA Reading Assessment Affidavit of LEP Student Performance is signed, dated, and inserted at the front of the COE.			
If an interpreter/transliterators (for sign language/cued speech) was used, the signed <i>Interpreter's Affidavit*</i> is included in the COE.			
Evidence is provided for each SOL stem and bullet, as specified in the test blueprint and has an SEI Tag attached.			
Each SEI Tag contains the SOL number and bullet(s), as appropriate.			
Each SEI Tag has <i>Demonstrated</i> or <i>Inferred</i> checked, as appropriate.			

*The *Interpreter's Affidavit* is available in Appendix D in the *2016–2017 Virginia Alternative and Alternate Assessments Administrator's Manual*.

Items to Review:	Student Name:	Student Name:	Student Name:
All evidence has been graded and clearly indicates correct and incorrect work or a statement of accuracy has been included to show the student's level of achievement.			
All non-paper media have completed SEI Tags.			
All electronic media have written transcriptions with completed SEI Tags.			
Evidence defends the SOL stem and bullets and the required depth of knowledge.			
<p>All division required forms have been included (list below):</p> <ol style="list-style-type: none"> 1. 2. 3. 			
List critical issues to be resolved before COE are submitted to the DDOT:			

Frequently Asked Questions by Teachers

Q1. What kind of student would take the VSEP?

The VSEP is an appropriate assessment for a student with a disability who has a current IEP or 504 Plan. The impact of the student's disability demonstrates to the IEP Team or 504 Committee that he or she will not be able to access the multiple-choice/technology-enhanced item format of the Standards of Learning (SOL) assessments even with accommodations.

Q2. In which grade level and content areas can the VSEP be used as an alternative to the SOL assessments?

The VSEP is available for students with disabilities for any course for which there is an end-of-course SOL assessment. It is also available for students who need the grade 8 numeracy and/or literacy certification required to earn a Modified Standard Diploma. The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013–2014 school year.

A small number of students with disabilities in grades 3–8 may also be eligible to participate in VSEP for Grades 3–8 *Mathematics* and/or *Reading*, Grade 5 *Science*, Grade 8 *Science*, Grade 8 *Writing*, and/or *Content Specific History (Virginia Studies and Civics & Economics)*. The *VSEP Special Permission Request* form must be submitted to the Virginia Department of Education for review and approval prior to participation.

Q3. What forms should be submitted to the Virginia Department of Education before evidence is collected for a VSEP?

The following forms must be submitted and approved by the Virginia Department of Education student assessment staff before evidence collection begins: For students in grades 9–12, the *2016–2017 VSEP Intent to Participate* form; for students in grades 9–12 resubmitting a CWC, the *2016–2017 VSEP Resubmission* form; for students in grades 3–8, the *2016–2017 Special Permission Request for Submission of a VSEP Course Work Compilation (CWC) for Students in Grades 3–8* form. Any conditions noted by VDOE must be addressed before evidence collection begins.

Q4. Can students use accommodations on VSEP evidence?

Yes. A student may submit evidence using accommodations as specified within the student's current IEP or 504 Plan. A list of allowable accommodations as listed in the *Students with Disabilities: Guidelines for Special Test Accommodations* is available on the Virginia Department of Education's Web site at:

www.doe.virginia.gov/testing/participation/index.shtml

Q5. Can the VSEP CWC be reviewed by parents and other school personnel?

Yes. While the CWC is being developed, but prior to scoring, it is available for review and feedback by the student, parents, and other school personnel as needed; however, the collection must not be changed or altered in any way. The Virginia Department of Education recommends that the CWC be reviewed in the presence of an administrator or designee. Additionally, a security agreement or affidavit may be signed in conjunction with the review process. The CWC should never be sent home for review.

After the CWC has been scored, it is regarded as a scholastic record. For more information regarding the Transfer and Management of the Student's Scholastic Record in the Public Schools of Virginia 8VAC 20-150-10, visit this Web site:

leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20-150

Upon request, the results and the CWC must be accessible to the student's teacher(s), parents, and the participating student. However, in accordance with requirements under the Individuals with Disabilities Education Act (IDEA), if the student is 18, unless his/her parents have retained rights to the student's scholastic records, the student will need to give permission/agree for the parents to view the record.

NOTE: For retention and disposition of VSEP CWC after administration, refer to the *Records Retention and Disposition Schedule General Schedule 21* series 000239 and 000240. General Schedule 21 is available on the Library of Virginia Web site at:

www.lva.virginia.gov/agencies/records/sched_local/GS-21.pdf

Q6. Can the VSEP evidence be collected across more than one school year?

Yes. It is acceptable to collect evidence across more than one school year or term in cases where the course covers more than one year or includes standards from multiple grade levels. In these cases, the IEP Team or 504 Committee must determine VSEP participation during the year or school term that the student is initially enrolled in the course and the *VSEP Intent to Participate* form is submitted. The *VSEP Evaluation Plan/Worksheet* form should be maintained locally. Evidence may be collected over multiple years or school terms. However, the local school division must ensure that all staff involved have adequate training and guidance on the VSEP and that they sign affidavits indicating that the work is solely that of the student and was completed in the presence of a teacher or other school personnel and under testing conditions. Additionally, the school division must ensure that the CWC is kept secured and is appropriately transferred from staff person to staff person until the time of submission.

Q7. How is the VSEP scored?

The testing contractor, Pearson, will select and train scorers to review the submitted CWC. During training, scorers review Virginia Department of Education-approved Anchor and Practice Sets. All VSEP scorers are required to pass Qualification Sets before they are allowed to score. Scorers will be selected from a pool of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students. Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC **MUST** demonstrate the required SOL content and depth of knowledge identified in the test blueprint for the area being assessed and the level of the student's individual achievement.

Q8. What are VSEP resubmissions?

A resubmission allows a student, who has passed the course for which a verified credit is offered, but has a failed CWC, to resubmit the CWC with additional evidence for standards that were previously scored as failing (scores of 2, 1, or 0) or SOL assigned a condition code. The revised CWC is then submitted to Pearson for scoring. CWC for students seeking a Modified Standard Diploma may also be resubmitted.

Q9. What is a VSEP request to rescore?

The purpose of the request to rescore process is to provide an additional step to ensure that the score assigned to the student's CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC score be rescored if the student received a failing score and there is evidence that the CWC should have received a higher score. Evidence requires that at least two division staff members who are familiar with the VSEP rubric and have expertise in the content area must review the CWC and agree that it should have received a higher score.

2016–2017 VSEP Intent to Participate

This electronic form is available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

Directions: The IEP Team/504 Committee must complete Sections I–V and the student’s name and STI in Section VII and save the file as a Microsoft Word® document (e.g., .doc or .docx). Securely transfer this form to the Division Director of Testing for review. The Section IV Justification Statements must only address the student’s disability and accommodations as they relate directly to the specific content area requested for the VSEP. A separate *2016–2017 VSEP Intent to Participate* form is required for each subject/course to be considered. Directions for how to submit a completed form are included at the end of this document.

NOTE: If the VSEP Course Work Compilation (CWC) being registered is a resubmission, please use the *2016–2017 VSEP Resubmission* form.

Section I: Student Information

Student First Name:	Last Name:	Date of Birth (mm/dd/yyyy):
State Testing Identifier (STI):		Grade: If Grade 12, enter graduation date (mm/dd/yyyy):
Diploma Program(s)¹:		The CWC will be submitted for VSEP scoring in the following administration²:
Type of CWC Submission: First-time Submission: The Course Work Compilation (CWC) will be a <u>first time submission</u> (student is currently enrolled in the course); Retest for an SOL Test: The CWC will serve as a <u>retest</u> for an SOL test previously administered to this student (student passed the course but failed the associated SOL test).		Subject/Course³ The student will complete a CWC for the selected subject/course. (The test for the correct set of Standards of Learning must be confirmed when completing this field.)
¹ The Modified Standard Diploma is available only to students who entered the 9 th grade for the first time <u>prior to the 2013-2014</u> school year. ² If the student’s subject/course indicated above will span two or more school years, contact student assessment staff at the Virginia Department of Education at 804-225-2102 for assistance. ³ For assistance selecting the correct standards, blueprints, and curriculum frameworks for developing the <i>VSEP Evaluation Plan/Worksheet</i> , refer to Tables 1 and 2 in the <i>2016–2017 VSEP Implementation Manual</i> .		

Section II: School Division Information

School Division Name:	School Name:
Course Content Teacher:	

Section III: Qualifying Statements

If “**NO**” is selected for ANY statement, the student is NOT ELIGIBLE for the Virginia Substitute Evaluation Program. (**Select yes or no for each statement.**)

- Yes No 1) The student has a current IEP or 504 Plan or one is being developed.
(Please do not submit the student's IEP/504 Plan.)
- Yes No 2) The student is enrolled in a course or has passed a course that has a Standards of Learning (SOL) End-of-Course test and/or the student is pursuing a Modified Standard Diploma and seeking certification to meet the Literacy and/or Numeracy Requirements.
- Yes No 3) As a result of a disability, the student is unable to demonstrate his/her individual achievement on the SOL test for the course on grade level using the available accommodations as listed in the *Students with Disabilities: Guidelines for Special Test Accommodations*, available on the Virginia Department of Education's Web site at: www.doe.virginia.gov/testing/participation/index.shtml.
- Yes No 4) The student's performance in this content area, even with accommodations, demonstrates to the IEP Team or 504 Committee that the student requires a VSEP in this content area.

Section IV: Justification

Complete items a) through d) regarding why the VSEP has been identified as the only assessment option appropriate for this student to demonstrate knowledge of grade level content for the subject/course indicated in Section I. These responses must be individualized to this specific student.

a) Overview of the student's disability:

Primary Disability:

Describe the student's weaknesses and/or deficits in the content area of this VSEP request that occur as a result of the disability.

b) Impact of the disability on the student's academic performance in the content area of this VSEP request:

Describe the types of activities and work assigned to the student (e.g., classroom activities or assignments, homework, projects, etc.) and the student's performance on that work.

Describe the various assessment formats administered to the student in the classroom (e.g., quizzes, tests, performance-based assessments, etc.), any accommodations provided, and the student's performance on those assessments.

c) Details of student performance on SOL assessments and testing accommodations used in the content area of this VSEP request:

List the student's performance on all previous SOL tests in the content area of this VSEP request and the testing accommodations used.

List all testing accommodations currently documented in the student's existing IEP/504 Plan in the content area of this VSEP request.

d) Summary of VSEP justification:

Provide a detailed explanation of why, even with accommodations, the student's disability prevents access to the SOL assessment in the content area of this VSEP request.

Section V: Participants

Those listed below participated in the IEP/504 Plan meeting to determine the student’s participation in the VSEP. IEP Team/504 Committee meeting minutes and participants’ signatures are available at the division.

Title	Enter First and Last Names	Date (mm/dd/yyyy)
Course Content Teacher		
Special Education Teacher		
Parent*		
Student		
Building Administrator or Designee		

*If the parent was not present, include a brief explanation in the “Parent Name Box” (e.g., “the student is 18”).

Transfer this completed form securely to the Division Director of Testing. The Division Director of Testing and the Director of Special Education must review and complete the electronic form below.

.....
 This section is to be completed by the Division Director of Testing and the Director of Special Education.

Section VI: Division Director of Testing and Director of Special Education Review Verification and Registration

- Yes No The Division Director of Testing has reviewed this *VSEP Intent to Participate* form for completeness and accuracy.
- Yes No The Division Director of Special Education has reviewed this *VSEP Intent to Participate* form for completeness and accuracy.
- Yes No The Division Director of Testing has registered the student in PearsonAccess and assigned the VSEP assessment in the content area requested.

Title	Enter First and Last Names	Date (mm/dd/yyyy)
Division Director of Testing		
Director of Special Education		

Section VII: VSEP Intent to Participate Approval/Denial

Directions: IEP Team/504 Committee fill in the information below:

Student Name:	School Division Name:
State Testing Identifier (STI):	Subject/Course:

***** Virginia Department of Education staff will complete the form below this line.*****

Review of the VSEP Intent to Participate Approval/Denial

This section will be completed by student assessment staff at the Virginia Department of Education. This form will be sent back to the DDOT via the SSWS Dropbox.

Review of the VSEP Intent to Participate Documentation:

The information provided below is the result of the review conducted by the Virginia Department of Education to determine if this student is an appropriate Virginia Substitute Evaluation Program participant. Any condition(s) listed must be corrected on the *Intent to Participate* form maintained in the school division.

Participation/Justification Conditions:

Date of Approval/Denial:

VSEP Intent to Participate Status

Approved

Approved with Conditions

The DDOT must ensure that the information specified above is addressed. The revised *VSEP Intent to Participate* form must be retained by the division as part of the student record. Do not resubmit to VDOE.

Denied Pending

Please revise the *VSEP Intent to Participate* form to address the issues specified above. Once issues are resolved, submit the revised *VSEP Intent to Participate* form to VDOE using the Single Sign-on for Web Systems (SSWS) Dropbox, To: Cathy Learnard and CC: Chancie Dunkley.

Denied

If the Intent to Participate is “Denied,” the DDOT must remove the student’s registration for the VSEP in PearsonAccess.

Directions for Submitting the 2016–2017 VSEP Intent to Participate Form

After the *Intent to Participate Form* has been reviewed and approved by the Division Director of Testing and the Special Education Director, save the form as a Microsoft Word® document (e.g., .doc or .docx). **Do not save the form as a pdf document.** Then submit the form to the Virginia Department of Education through the Single Sign-on for Web Systems (SSWS) Dropbox as directed below. Do not submit the *Intent to Participate Form* via e-mail.

The process for sending the *VSEP Intent to Participate* form through the SSWS Dropbox is as follows:

1. Login in to SSWS Dropbox at: <https://p1pe.doe.virginia.gov/ssws>
2. **To School Division Field** – Use the dropdown menus to select **Virginia Department of Education** and to select the receiver as **Learnard, Cathy**.
3. **CC School Division Field** – Use the dropdown menus to select **Virginia Department of Education** and to select the receiver as **Dunkley, Chancie**.
4. **Subject Field** – Type in “VSEP Intent to Participate” and your school division name.
5. **Select File Field** – Use the dropdown menu to select “New.”
6. **File to Upload Field** – Enter the file name, including the full local path, or use the browse button to select the file to be sent.
7. **Click the *Submit* button to send the file to each of the receivers selected.**

VSEP Intent to Participate Form Deadlines for 2016–2017

October 7, 2016

- students in 1st semester block classes
- fall term graduates
- students enrolled in yearlong courses who will be submitting the CWC in the spring
- CWC submitted in fall semester for retest purposes (student’s previous attempt(s) was an online and/or paper SOL test)

February 3, 2017

- students in 2nd semester block classes
- spring term graduates
- CWC submitted in spring semester for retest purposes (student’s previous attempt(s) was an online and/or paper SOL test)

Divisions are strongly encouraged to submit their *VSEP Intent to Participate* forms as early as possible. **Late submissions** of the *VSEP Intent to Participate* form will be reviewed ONLY if there are extenuating circumstances. A note explaining the extenuating circumstance must be included with the form.

The results of the Virginia Department of Education review will be indicated as “Approved,” “Approved with Conditions,” “Denied Pending,” or “Denied” on the *VSEP Intent to Participate* form in the Approval/Denial section submitted to the Division Director of Testing through the SSWS Dropbox.

Revised 04/18/2016

Sample Justification Statement

Sample

Complete items a) through d) regarding why the VSEP has been identified as the only assessment option appropriate for this student to demonstrate knowledge of grade level content for the subject/course indicated in Section I. These responses must be individualized to this specific student.

a) Overview of the student's disability:

Primary Disability: Learning Disability

Describe the student's weaknesses and/or deficits in the content area of this VSEP request that occur as a result of the disability.

Brian has an identified primary disability of Specific Learning Disability that affects his performance in reading comprehension, written expression, and mathematics. His disability negatively impacts his ability to determine the meaning of words and sentences, to connect ideas in passage, to distinguish significant information from unrelated details, and to concentrate during reading.

b) Impact of the disability on the student's academic performance in the content area of this VSEP request:

Describe the types of activities and work assigned to the student (e.g., classroom activities or assignments, homework, projects, etc.) and the student's performance on that work.

Brian is in the first 9 weeks of his English course and his teacher reports that with appropriate accommodations and supports he is performing well and understanding new information. On classroom assignments, Brian often needs open dialogue (interview format) with the teacher or with a peer to demonstrate his understanding of what is asked. His assignments are presented in sequence from easy to difficult to help control the processing demands of the given task. Brian uses graphic organizers with classroom and homework assignments to help him connect multiple ideas in a passage, differentiate significant information from extraneous information, and concentrate on the given task. Brian currently has a B average in his English class and works regularly to complete his classwork and homework assignments in a timely manner.

Describe the various assessment formats administered to the student in the classroom (e.g., quizzes, tests, performance-based assessments, etc.), any accommodations provided, and the student's performance on those assessments.

Classroom quizzes and tests in multiple-choice format are difficult for Brian as he struggles with concentration and discerning the pertinent information needed to answer specific questions. His quizzes and tests are modified to be open-ended where Brian can provide his answers in his own words rather than selecting from answer options. This method of assessing also assists Brian in concentrating on the specific questions he must address. Brian always works to complete classroom quizzes and tests, but he has greater success when his assessments are provided in smaller chunks of information and involve shorter tasks.

c) Details of student performance on SOL assessments and testing accommodations used in the content area of this VSEP request:

- List the student's performance on all previous SOL tests in the content area of this VSEP request and the testing accommodations used.
 - Brian has taken the End-of-Course *Reading* test three times and his results are as follows:
 - Spring 2015: 368
 - Fall 2015: 347
 - Spring 2016: 361
 - The Flexible Schedule: Planned Breaks accommodation was provided.
- List all testing accommodations currently documented in the student's existing IEP/504 Plan in the content area of this VSEP request.
 - Flexible Schedule: Planned Breaks
 - Graphic Organizers
 - Verbal Prompts

d) Summary of VSEP justification:

Provide a detailed explanation of why, even with accommodations, the student's disability prevents access to the SOL assessment in the content area of this VSEP request.

Brian's primary disability of Specific Learning Disability impacts his performance in reading comprehension and on the End-of-Course *Reading* assessment. Brian has been successful when he is assessed with open-ended questions that allow him to provide his responses in his own words, rather than selecting from answer options. Ability to concentrate and focus for periods of time is an issue for Brian when completing a multiple-choice test even with a flexible schedule accommodation. The IEP team believes the VSEP *Reading* test is the most appropriate assessment option for Brian to be able to demonstrate his knowledge.

2016–2017 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

Name: _____ State Testing Identifier (STI#): _____

Course Content Teachers: _____ Special Education Teachers: _____

Directions: This Evaluation Plan will explain how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. The chart below lists the Reporting Category, SOL Number, and the specific SOL stem and bullet(s) from the blueprint that must be addressed. Use the “Description of Planned Evaluation Method or Product” column to list the products or methods that will be used as evidence of achievement. The plan must be individualized for the student and must reflect a complete demonstration of the skills and depth of knowledge related to the standards addressed in the test blueprint. Refer to the *VSEP Implementation Manual* for evidence guidelines. Submit the *Evaluation Plan/Worksheet* to your building administrator for submission to the local review process. Once the plan has been approved, use it as a guide as evidence is collected. You may use the “Complete” column to check off evidence as it is completed and placed in the CWC.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Use word analysis strategies and word reference materials	9.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>d) Identify the meaning of common idioms.</p> <p>e) Identify literary and classical allusions and figurative language in text.</p>		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	10.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> 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 connotation. d) Identify the meaning of common idioms. e) Identify literary and classical allusions and figurative language in text. 		
	11.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> 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 connotation. d) Identify the meaning of common idioms. e) Identify literary and classical allusions and figurative language in text. 		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Demonstrate comprehension of fictional texts	9.4	<p>The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> 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. 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 literary 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. 		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	10.4	<p>The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> a) Identify main and supporting ideas. b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. e) Identify universal themes prevalent in the literature of different cultures. 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. k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions. 		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	11.4	<p>The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <ul style="list-style-type: none"> c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres. 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. 		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Demonstrate comprehension of nonfiction texts	9.5	<p>The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> 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 textual support as evidence. i) Differentiate between fact and opinion. j) Organize and synthesize information from sources for use in written and oral presentations. 		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	10.5	<p>The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> 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 textual support as evidence. g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. 		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	11.5	<p>The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> 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 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. 		

2016–2017 VSEP Evaluation Plan/Worksheet Local Review

Directions: The course content and special education teachers should work together to develop the student’s *Evaluation Plan/Worksheet*. *Evaluation Plan/Worksheets* for each course are available on the Virginia Department of Education Web site at: www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml. The course content and special education teachers complete Section I and attach it as a cover sheet to the completed *Evaluation Plan/Worksheet* and submit it to the Building Administrator/Designee.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: ____ Diploma Program(s): _____ Administration: Fall Spring

Submission Subject/Course: _____

Is this a re-submission? ____ Yes ____ No

Evaluation Plan/Worksheet Prepared By:

Course Content Teacher _____ Date _____

Special Education Teacher _____ Date _____

Section II: Building Administrator/Designee Review

The Building Administrator/Designee is responsible for ensuring the information in Section I of this form is correct and that the appropriate *Evaluation Plan/Worksheet* is attached and sent to the DDOT.

Building Administrator/Designee _____ Date _____

Section III: Panel of Reviewers’ Findings

Directions: The DDOT is responsible for convening a panel of reviewers who should include persons who are familiar with the course content and the VSEP scoring rules.

This *Evaluation Plan/Worksheet* was reviewed to ensure that products and methods listed in the Evaluation Plan/Worksheet address the Standards of Learning for the subject/course and adhere to VSEP scoring rules.

Evaluation Plan/Worksheet Status is: Approved Approved with Conditions* Denied

Reviewed by:

Print Name	Signature	Title/Position	Date

***NOTE:** If “Approved with Conditions” is indicated, the *Evaluation Plan/Worksheet* must be corrected and all conditions addressed as indicated on the attachment, *VSEP Evaluation Plan/Worksheet Review Conditions*, before student work is collected for the VSEP CWC. Provide a copy of this review to the course content and special education teachers listed in Section I.

2016–2017 VSEP Course Work Compilation Submission Cover Sheet and Affidavit

Section I: Student Information

Complete one cover sheet for each content area submission.

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____ Grade: _____

School Division Name: _____ School Name: _____

Subject/Course Submission: _____

- Is this a resubmission? Yes No
- Administration: Fall Spring
- Diploma Option: Advanced Studies Diploma
- (check all that apply) Standard Diploma
- Modified Standard Diploma (available only to students who entered the 9th grade for the first time prior to the 2013–2014 school year)

Section II: Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Course Work Compilation was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP or 504 Plan and in the presence of a teacher or other school personnel. In compiling this evidence with the student and/or on his/her behalf,

I have:

- included only work samples completed under testing conditions in which the student did not have access to hints, clueing, or prompts that would provide answers.
- included only work completed solely by the student in the presence of the content teacher or other school personnel.
- provided the accommodations required by the student as documented in his/her IEP/504 Plan.

I have not:

- fabricated, altered, or modified student work samples, products or data.
- provided inappropriate assistance and have no knowledge of inappropriate assistance provided by others.
- described behaviors that provide a negative image of the student.
- provided any accommodations/assistive devices that are not documented in the student's IEP/504 Plan and are not a regular part of the student's daily instruction.

I understand that the Virginia Substitute Evaluation Program is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning assessments.*

Further, I attest that the student will not participate in an SOL test for this course/content during this administration of state assessments.

Signatures:

Print Name	Signature	Title/Position	Date

I have reviewed the contents of this Course Work Compilation and I understand that the Virginia Substitute Evaluation Program is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning assessments.*

Print Name	Signature	Title/Position	Date
		Building Administrator or Designee	

*Refer to Appendix G for legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1

2016–2017 VSEP Teacher Checklist for Course Work Compilation

Teacher Name: _____ Student Name: _____

Division Deadline for VSEP CWC: _____

1. Course Work Compilation Submission Form Cover Sheet and Affidavit, VSEP Approval/Denial Form, and Interpreter's Affidavit (if applicable)

<input type="checkbox"/>	Course Work Compilation Submission Form Cover Sheet and Affidavit, Approval/Denial Form, and Interpreter's Affidavit (if applicable)
<input type="checkbox"/>	Each staff person involved in supervising the student during the creation of evidence has signed the affidavit. Building Principal or designee has also reviewed the CWC and signed the affidavit.
<input type="checkbox"/>	I have included a copy of the <i>Intent to Participate Approval/Denial</i> form received from the Virginia Department of Education.
<input type="checkbox"/>	If an Interpreter was used, the signed <i>Interpreter's Affidavit</i> is included in the CWC.

2. Student Evidence Identification (SEI) Tag

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct SOL and bullet(s), as appropriate.

3. Division Required Forms

<input type="checkbox"/>	I have included all division required forms in the CWC.
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4. Evidence

<input type="checkbox"/>	Student's skill and proficiency are clearly identified in the evidence.
<input type="checkbox"/>	All student work has been graded (% , letter grade, number correct, etc.) so that correct and incorrect work is clearly identified or a statement of accuracy describing the student's performance has been included.
<input type="checkbox"/>	Evidence to be submitted represents the student's work completed under testing conditions without access to hints, clueing, or prompts that would provide answers.
<input type="checkbox"/>	Evidence to be submitted addresses each SOL <u>stem</u> and <u>bullet</u> , as appropriate, listed in the test blueprint.
<input type="checkbox"/>	Evidence to be submitted addresses the expected depth of knowledge for each SOL <u>stem</u> and <u>bullet</u> , as appropriate.

5. Media (Audio, Video)

<input type="checkbox"/>	I have placed a completed SEI Tag on all the media evidence.
<input type="checkbox"/>	I have placed a Pre-ID student label on all non-paper evidence.
<input type="checkbox"/>	I have checked to ensure that there is a signed media release on file for this student.
Video	
<input type="checkbox"/>	All video clips are short and only focus on the skill the student needs to demonstrate for the SOL.
<input type="checkbox"/>	I have verified with the School Coordinator that all video clips are recorded in the division's required format – (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division's required outputs (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the CWC. I have placed a completed SEI Tag on each transcription.
Audio	
<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the SOL.
<input type="checkbox"/>	I have verified with the School Coordinator that all audio clips are recorded in the division's required format – (cassette tapes, MP3, WAV, etc.).
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the CWC. I have placed a completed SEI Tag on each transcription.

6. Other Recommended Steps

<input type="checkbox"/>	I have shared the students' CWCs with fellow teachers for input.
<input type="checkbox"/>	Division or School Administrator has reviewed the students' CWCs for accuracy and completion.

2016–2017 VSEP Administrator Checklist for Course Work Compilation

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each Course Work Compilation (CWC) for the information in the chart below. Place a (+) if the item is satisfactory and a (–) if the item is unsatisfactory, or (NA) if not applicable.

Items to Review:	Name _____ Content Area: _____				
Cover Sheet/Affidavit is signed, dated, and inserted at the front of the CWC.					
VSEP <i>Intent to Participate Approval/Denial</i> form is included.					
If an Interpreter was used, the signed <i>Interpreter's Affidavit</i> is included in the CWC.					
Evidence is provided for each SOL stem and bullet, as appropriate, on the test blueprint.					
Each piece of evidence to be scored has an SEI Tag attached.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an SOL number and bullet(s), as appropriate.					
Each SEI Tag has <i>Demonstrated</i> or <i>Inferred</i> checked, as appropriate.					
All student work submitted has been graded and clearly indicates correct and incorrect work or a statement of accuracy has been included to show the student's level of achievement.					
All non-paper media have Pre-ID student labels.					

2016–2017 VSEP Administrator Checklist for Course Work Compilation

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each Course Work Compilation (CWC) for the information in the chart below. Place a (+) if the item is satisfactory and a (–) if the item is unsatisfactory, or (NA) if not applicable.

Items to Review:	Name _____ Content Area: _____				
All electronic media have written transcriptions with completed SEI Tags.					
Submitted evidence addresses the SOL stem and bullets and the required depth of knowledge.					
All division required forms have been included: 1. 2. 3.					
List critical issues to be resolved before CWCs are submitted to the DDOT:					

2016–2017 VSEP Completed Course Work Compilation Submission Checklist

Please verify each component of the VSEP CWC before submission for scoring. This verification will ensure that each CWC is ready to be scored and will not be delayed in the scoring process. If documentation forms and materials listed below are incomplete or not provided, the CWC **CANNOT** be scored. However, if time allows, an attempt will be made to return incomplete materials to school divisions for completion and resubmission.

- A *Course Work Compilation Submission Form Cover Sheet and Affidavit*. (Include one Cover Sheet and Affidavit for each content area submission.) **If cover sheet and affidavit are incomplete or not included, the CWC CANNOT be scored.**
- A copy of the *VSEP Intent to Participate Approval/Denial* form is included. **If this form is not included, the CWC CANNOT be scored.**
- If an Interpreter was used, the signed *Interpreter's Affidavit* is included in the CWC.
- A CWC that supports the content area Standards of Learning (SOL) for which the student is seeking an end-of-course verified credit for the Standard or Advanced Studies Diploma, or certification for having met the literacy and/or numeracy requirements for the Modified Standard Diploma.
- All SOL addressed in the test blueprint have evidence in the CWC.
- Accommodations are documented in the student's IEP/504 Plan.
- No evidence in multiple-choice format is included, except with written approval from the Virginia Department of Education for the Grade 8 or EOC *Writing* assessment.
- All evidence complies with the VSEP scoring rules.
- Work samples are graded and correct and incorrect answers are clearly identified. Evidence such as audios, videos, and interviews include a statement of accuracy describing the student's achievement on the SOL being defended. **Work samples that are not graded CANNOT be scored.**
- Each piece of evidence includes a completed SEI Tag identifying the SOL stem, the bullet, and whether the evidence is "Demonstrated" or "Inferred."
- The outside spine of the binder and each piece of non-paper media has a Pre-ID student label.

2016–2017 Special Permission Request for Submission of a VSEP Course Work Compilation (CWC) for Students in Grades 3–8

Directions: The IEP Team/504 Committee should complete sections I–IV and submit to the Division Director of Testing. A separate *2016–2017 Special Permission Request* form is required for each subject/course considered. This form is available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

Section I: Student and School Information

Student Name:	Date of Birth:
State Testing Identifier (STI):	Current Grade of Enrollment:
School Division: School Name: General Education Teacher: Special Education Teacher:	Administration-Subject/Course: The student will complete a CWC for the course listed in the following administration. Select only <u>one</u> course from the appropriate administration list below: <u>Fall 2016*</u> OR <u>Spring 2017*</u>

*For assistance selecting the correct standards, blueprints, and curriculum frameworks when developing the VSEP Evaluation Plan/Worksheet, refer to Table 3 in the *2016–2017 VSEP Implementation Manual*.

Section II: Qualifying Questions

If “NO” is checked for ANY statement, the student is NOT ELIGIBLE for the Virginia Substitute Evaluation Program. (**Check yes or no for each statement.**)

- | YES | NO | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Does the student have a current IEP/504 Plan or is one being developed? (<i>Please do not submit the student's IEP/504 Plan.</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Is the student expected to achieve and maintain grade level proficiency on the subject/course (indicated in Section I) Standards of Learning (SOL) within the current school year? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Does the student possess a disability that presents a unique or significant challenge to the degree that the student is unable to access the SOL test using available accommodations or test formats? |

Section III: Documentation to Support Special Permission Request

Provide comprehensive documentation to support each of the following statements:

- 1. Student is performing on grade level for the Standards of Learning in the subject/course indicated in Section I.**
 - Provide a summary of documentation that is on file in the division that supports the student's grade level performance. Documentation may include, but is not limited to, reports of performance from educational evaluations, performance on local benchmark assessments, graded classroom assessments.
 - Provide a detailed explanation of how this student accesses grade level content during classroom instruction. Include any instructional accommodations provided.

- 2. The unique and/or challenging aspects of the student's disability preclude his/her access to the SOL assessment even with accommodations for the subject/course indicated in Section I.**
 - Provide an overview of the student's disability and a description of any unique and challenging aspects. If appropriate, this description should also address if the disability is a new disability or represents a deterioration of sensory function.

- 3. The unique and/or challenging aspects of the student's disability preclude his/her access to the SOL assessment even with test formats such as Braille, large-print, audio, Plain English, etc., for the subject/course indicated in Section I.**
 - List each test format attempted along with an explanation of why the access to the SOL assessment was not successful.
 - List each testing accommodation used along with an explanation of why the access to the SOL assessment was not obtained.
 - Testing Accommodation –
Explanation of why the student was not able to access the SOL assessment with this accommodation.
 - Testing Accommodation –
Explanation of why the student was not able to access the SOL assessment with this accommodation.
 - Testing Accommodation –
Explanation of why the student was not able to access the SOL assessment with this accommodation.

Section IV: Justification Statement

Provide a justification statement explaining why it has been determined that the VSEP CWC is the only assessment option appropriate for the student to demonstrate knowledge of grade level content for the subject/course indicated in Section I.

IEP Team/504 Committee Participants

Those listed below participated in the IEP/504 Plan meeting to determine the student’s participation in the VSEP. IEP Team/504 Committee meeting minutes and participants’ signatures are available at the division.

Position/Title	Enter First and Last Names	Date (mm/dd/yyyy)
General Education Teacher		
Special Education Teacher		
Parent		
Student		
Building Administrator or Designee		

Submit this form to the Division Director of Testing.

.....
This section is to be completed by the Building Principal, Division Director of Testing, and Director of Special Education.

Section V: Review Verification

This *Special Permission Request* form has been reviewed and approved for submission to the Virginia Department of Education by:

Position/Title	Enter First and Last Names	Date (mm/dd/yyyy)
Building Principal		
Division Director of Testing		
Director of Special Education		

.....

Directions for Submitting the VSEP Special Permission Request Form

After the *Special Permission Request* form has been reviewed and approved by the principal, Division Director of Testing, and Director of Special Education, save the form as a word document (either as .doc or .docx). **Do not save the form as a PDF document.** Then submit the form to the Virginia Department of Education using the Single Sign-on for Web Systems (SSWS) Dropbox located at: <https://p1pe.doe.virginia.gov/ssws>. Do not submit the Special Permission Request form via e-mail.

The process for sending the VSEP Special Permission Request form through the SSWS Dropbox is as follows:

1. **To School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Lernard, Cathy**.
2. **CC School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Dunkley, Chanceie**.
3. **Subject Field** – Type in “Special Permission Request” and your school division name.
4. **Select File Field** – Use the drop down menu to select “New.”
5. **File to Upload Field** – Enter the file name, including the full local path, or use the browse button to select the file to be sent.
6. **Select the submit button to send the file to each of the selected receivers.**

Deadlines to submit 2016–2017 VSEP Special Permission Request form to the Virginia Department of Education:

October 7, 2016

- students in grades 6–8 enrolled in 1st semester block classes
- students in grades 3–8 enrolled in yearlong classes

February 3, 2017

- students in grades 6–8 enrolled in 2nd semester block classes

Divisions are strongly encouraged to submit their *VSEP Special Permission Request* forms as early as possible. *Late submissions* of the *Special Permission Request* form will be reviewed **ONLY** if there are extenuating circumstances. A note explaining the extenuating circumstance must be included with the form.

The results of the Virginia Department of Education review will be communicated to the Division Director of Testing through the SSWS Dropbox.

Revised 01/2015

2016–2017 VSEP Resubmission Form

This form is available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

Directions: A VSEP resubmission allows a student who has passed the course but has a failed Course Work Compilation (CWC), to resubmit the CWC including the original evidence that received a score of 3 or 4, and the “new” evidence that is replacing evidence which received a score of 2, 1, or 0, or was assigned a condition code. The “new” evidence must support the SOL listed in Section III. The IEP Team/504 Committee completes Sections I–III, and then submits the form to the Division Director of Testing. The DDOT must submit the form to VDOE by the deadline using the SSWS Dropbox. A separate form is required for each subject/course considered for resubmission.

Section I: Student Information

Student Name:	Date of Birth:
State Testing Identifier (STI):	Grade: If other, specify If Grade 12, enter graduation date:
Diploma Program(s)*:	Administration:
Re-submitted Subject/Course* Select only <u>one</u> course from the appropriate standards list below: <u>Current Standards:</u> OR <u>Previous Standards:</u> <u>Has the student Passed this course?</u> <input type="checkbox"/> Yes <input type="checkbox"/> No* <small>*If the student did not pass the course, he/she is not eligible to resubmit the failed CWC. The student must be re-enrolled in the course and a new VSEP Intent Form must be submitted.</small>	

Section II: School Information

School Division Name:	School Name:
Course Content Teacher:	

Section III: Previous CWC Score Information

Please review the Student Performance Report of the failing CWC and provide the following information:

CWC Score:	Administrative Date:
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In the table below, list the Standards of Learning (SOL) that received a score of 2, 1, or 0, or were assigned a condition code.

| Failing SOL |
|-------------|-------------|-------------|-------------|-------------|-------------|
| | | | | | |
| | | | | | |
| | | | | | |

NOTE: Evidence for all failing SOL listed in the table above must be removed and replaced with new evidence in the re-submitted CWC.

Section IV: Division Director of Testing and Director of Special Education Review Verification and Registration

YES NO

- The DDOT and Director of Special Education have reviewed the failing CWC and this form for completeness and accuracy.
- The DDOT has registered the student in PearsonAccess and assigned the VSEP course identified in Section I.

Virginia Department of Education Use Only: Date of Resubmission Approval: _____

Directions for Submitting the *VSEP Resubmission Form*

After the *VSEP Resubmission* form has been reviewed and approved by the Division Director of Testing and the Special Education Director, save the form as a word document (either as .doc or .docx). **Do not save the form as a PDF document.** Then submit the form to the Virginia Department of Education through the Single Sign-on for Web Systems (SSWS) Dropbox located at: <https://p1pe.doe.virginia.gov/ssws>. Do not submit the *VSEP Resubmission* form via e-mail.

The process for sending the *VSEP Resubmission* form through the SSWS Dropbox is as follows:

1. **To School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Learnard, Cathy**.
2. **CC School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Dunkley, Chanceie**.
3. **Subject Field** – Type in “VSEP Resubmission” and your school division name.
4. **Select File Field** – Use the drop down menu to select “New.”
5. **File to Upload Field** – Enter the file name, including the full local path, or use the browse button to select the file to be sent.
6. **Select the submit button to send the file to each of the selected receivers.**

VSEP Resubmission Form Deadlines for 2016–2017

October 7, 2016

- Deadline to submit *VSEP Resubmission* form of CWC for consideration in fall semester.

February 17, 2017

- Deadline to submit *VSEP Resubmission* form for resubmissions of fall 2016 CWC only

Divisions are strongly encouraged to submit their *VSEP Resubmission* forms as early as possible. **Late submissions** of the *VSEP Resubmission* form will be reviewed **ONLY** if there are extenuating circumstances. A note explaining the extenuating circumstance must be included with the form.

The results of the Virginia Department of Education review will be communicated to the Division Director of Testing through the SSWS Dropbox.

2016–2017 Request to Rescore a VSEP Course Work Compilation (CWC)

This form is available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml

Student Name: _____ School Division: _____

State Testing Identifier (STI): _____ Content Area: _____

Source of Request: Parent/Guardian Teacher or other Educator Other _____

Administration: Fall Spring

VSEP COURSE WORK COMPILATION (CWC) RESCORE CRITERIA CHECKLIST

Directions: If "NO" is checked for ANY statement, the CWC is not eligible for rescore.

YES NO (Check Yes or No for each statement.)

1. This student has received a failing score on the CWC submitted for VSEP.
2. The student's CWC has been reviewed by two division staff members who are familiar with the VSEP CWC scoring rubric and who have expertise in the content area. Both reviewers agree that the CWC should have received a higher score based on the rubric.

Reviewer's Title	Print Name	Signature	Date

Summary of reviewers' findings:

- YES** **NO** The Division Director of Testing (DDOT) approves the submission of this Request to Rescore a VSEP CWC to Pearson.

DDOT Assurance: I assure that the evidence contained in the CWC, forwarded for rescore, is the same evidence originally submitted. Student work samples, products, or data have not been fabricated, altered, or modified in any way.

Title	Print Name	Signature	Date
Division Director of Testing			

NON-Approved Requests to Rescore: forms should be kept on file in the division by the DDOT.

Approved Requests to Rescore: ship the student's original CWC and a copy of this form using a trackable shipping method.

Shipping Deadlines:

- For Fall 2016 VSEP CWC ship no later than February 24, 2017
- For Spring 2017 VSEP CWC ship no later than June 30, 2017

Request to Rescore VSEP CWC shipped after the deadline will not be rescored.

Please contact Pearson at 866-650-9425 to obtain the shipping address.

Revised 05/2016

Frequently Asked Questions by Teachers

Q1. What type of student would take the VAAP?

The VAAP is an appropriate assessment for a student with significant cognitive disabilities who has a current IEP. The student's present level of performance will indicate the need for extensive, direct instruction and/or intervention in a curriculum based on the Aligned Standards of Learning (ASOL). This student requires intensive, frequent, and individualized instruction in a variety of settings to demonstrate interaction and achievement. The high school student appropriate for the VAAP is working toward educational goals other than those prescribed for a Modified Standard Diploma, Standard Diploma (with or without credit accommodations), or Advanced Studies Diploma.

Q2. In which grade levels can the VAAP be used?

The VAAP is available for students with significant cognitive disabilities who have an IEP in grades 3 through 8 and high school. Divisions have the option to either continue the submission of required VAAP content areas in grade 11 only or to develop a schedule in which one or more content areas are submitted in grades 9, 10, or 11. For example, the division may determine that VAAP *Science* will be collected in grade 9, *History/Social Science* in grade 10, and *Reading, Writing, and Mathematics* in grade 11. Please consult your DDOT for your division's schedule.

Q3. Can students use accommodations on VAAP evidence?

Yes. A student may submit evidence using accommodations as specified in the student's current IEP. Evidence obtained using hand-over-hand assistance (or full physical assistance) may not be used to demonstrate student achievement.

Q4. What supporting documentation must be submitted with the Collection of Evidence?

A completed *2016–2017 VAAP Content Area Cover Sheet* for each content area being submitted and a completed and signed *2016–2017 VAAP Affidavit of Student Performance* must be included in each Collection of Evidence (COE). If an Interpreter was used during the collection of evidence, the signed *Interpreter's Affidavit* must be included in the COE. Also, each piece of evidence must have a completed SEI Tag.

Q5. Can the VAAP Collection of Evidence be reviewed by parents and other school personnel?

Yes. While the COE is being developed, it is available for review and feedback by the student, parents, and other school personnel as needed; however, the collection must not be changed or altered in any way. The Virginia Department of Education recommends that the COE be reviewed in the presence of an administrator or designee. The COE should never be sent home for review.

After the COE has been scored, it is regarded as a scholastic record. Upon request, the results and the COE must be accessible to the student's teacher(s), parents, and the participating student. However, in accordance with requirements under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), if the student is 18, unless his/her parents have retained rights to the student's scholastic records, the student will need to give permission/agree for the parents to view the record.

NOTE: For retention and disposition of VAAP COE after administration, refer to the *Records Retention and Disposition Schedule General Schedule 21* series 000239 and 000240. General Schedule 21 is available on the Library of Virginia Web site at:

www.lva.virginia.gov/agencies/records/sched_local/GS-21.pdf

Q6. What should I do if a student taking the VAAP transfers between school divisions during the school year?

In accordance with Testing Memo Number 689, dated February 14, 2008, the transfer of a student's education record should be formally requested by the school division enrolling the student. Once the education record has been requested, the transferring division should forward the student's COE to the school division enrolling the student. Care should be taken to ensure that all student work samples include:

- grading with correct and incorrect answers indicated;
- completed SEI Tags on each piece of evidence; and
- a completed affidavit signed by school staff to verify that all student work was completed under the supervision of school staff and is the student's individual work.

The school division transferring the student must maintain a copy of all student work and supporting documentation sent to the school division enrolling the student. Copies should be maintained as determined by the Division Director of Testing and Records Manager until the end of the assessment period.

Q7. How is the VAAP scored?

The VAAP COE is submitted to the school division and scored locally. Scorers receive training on the process of applying the scoring rubric and scoring rules to submitted evidence, use of the online scoring system, and other information pertinent to scoring the VAAP. The VAAP rubric and scoring rules are available in Section 8 of this manual.

Q8. Why is my local school division scoring the VAAP and what is the online system?

Scoring VAAP entries is the joint responsibility of the local school division, the testing contractor, and the Virginia Department of Education. The scoring process will involve local scorers examining submitted evidence for specific content area ASOL, applying the scoring rubric and scoring rules, and assigning a value to the evidence presented in a holistic manner. Once all evidence submitted for a specific VAAP entry has been scored, scorers will enter their scores of student performance in the online scoring system. The testing contractor and the Virginia Department of Education, via an online scoring system, will calculate performance levels and provide online reports.

Q9. What is a VAAP audit?

After the submission of local VAAP scores, the testing contractor will randomly select a percentage of submitted COE from each school division for audit. The purpose of the VAAP audit is to ensure that local scorers are correctly applying the scoring rubric and related scoring tools to submitted evidence.

Q10. How will I know if my school or student has been selected for an audit of his or her VAAP?

The Division Director of Testing will be notified within the web-based PearsonAccess system that a student's COE within the division has been selected for VAAP audit.

Q11. If a student fails his/her VAAP assessment, can he/she be reassessed with the same ASOLs?

No. In the content areas of **Reading**, **Writing**, **Mathematics**, and **Science**, students are not allowed to repeat any previously assessed ASOLs. All students must be assessed on ASOLs in the grade level enrollment.

In the content area of **History/Social Science**, if an ASOL has multiple bullets, students may be assessed one time on each of the separate ASOL bullets. A student may be reassessed with the same ASOL, but must be assessed with a different bullet within that ASOL.

Q12. If a student is retained, does that student have to be reassessed in VAAP again?

If a student is retained in the same grade level, he/she would only reassess in the VAAP content area which received a failing score. For example, an 8th grade student failed the VAAP *Reading*, VAAP *Science*, and VAAP *History* assessments. The student passed the VAAP *Mathematics* and VAAP *Writing* assessments. The next school year the student is retained in Grade 8. During the retention school year, the student would be reassessed only in VAAP *Reading*, VAAP *Science*, and VAAP *History*.

If the student had passed all the VAAP assessments during the initial Grade 8 school year, he/she would not be reassessed in any VAAP content area if retained in Grade 8.

2016–2017 VAAP Affidavit of Student Performance

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Division Name: _____ School Name: _____

Content Area: Reading Writing Mathematics Science History/Social Science

I, the undersigned, do attest that all work contained in this Collection of Evidence was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP and in the presence of a teacher or other school personnel. In compiling this evidence with the student and/or on his/her behalf,

Affidavit of Student Performance

I have

- included only work samples that the student completed independently in the presence of a teacher or other school personnel and under testing conditions in which the student did not have access to hints, clueing, or prompts that would provide answers; and
- provided the accommodations required by the student as documented in his/her current IEP.

I have not

- fabricated, altered, or modified student work samples, products, or data;
- described behaviors that provide a negative image of the student; nor
- provided any accommodations/assistive devices that are not documented in the student's IEP and a regular part of the student's daily instruction.

Signatures:

Print Name	Signature	Title/Position	Date

I have reviewed the contents of this Collection of Evidence, and I understand that the Virginia Alternate Assessment Program is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning assessments. **(Refer to Appendix G for legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1.)**

Print name:	Signature:	Title/Position:	Date:
		Building Administrator or Designee	

2016–2017 Teacher Checklist for Collections of Evidence

Teacher Name: _____ Student Name: _____

Division Deadline for VAAP COE: _____

1. Required Evidence: One ASOL per reporting category and one bullet when bullets are present

Reading	Reporting Category	ASOL Defended	Level of Performance
<input type="checkbox"/>	1 Use word analysis strategies and word reference materials		
<input type="checkbox"/>	2 Demonstrate comprehension of fictional texts		
<input type="checkbox"/>	3 Demonstrate comprehension of nonfiction texts		

Writing	ASOL Defended	Level of Performance
<input type="checkbox"/>	1 Research, plan, compose, and revise for a variety of purposes	
<input type="checkbox"/>	2 Edit for correct use of language, capitalization, punctuation, and spelling	

Grades 3–8 Mathematics	ASOL Defended	Level of Performance
<input type="checkbox"/>	1 Number, Number Sense, Computation and Estimation	
<input type="checkbox"/>	2 Measurement and Geometry	
<input type="checkbox"/>	3 Probability, Statistics, Patterns, Functions, and Algebra	

High School Mathematics	ASOL Defended	Level of Performance
<input type="checkbox"/>	1 Expressions and Operations	
<input type="checkbox"/>	2 Equations and Inequalities	
<input type="checkbox"/>	3 Functions and Statistics	

Grade 5 Science	ASOL Defended	Level of Performance
<input type="checkbox"/>	1 Scientific Investigation	
<input type="checkbox"/>	2 Force, Motion, Energy, and Matter	
<input type="checkbox"/>	3 Life Processes and Living Systems	
<input type="checkbox"/>	4 Earth/Space Systems and Cycles	

Grade 8 Science	ASOL Defended	Level of Performance
<input type="checkbox"/>	1 Scientific Investigation	
<input type="checkbox"/>	2 Force, Motion, Energy, and Matter	
<input type="checkbox"/>	3 Life Systems	
<input type="checkbox"/>	4 Ecosystems	
<input type="checkbox"/>	5 Earth and Space Systems	

High School Science**ASOL Defended****Level of Performance**

<input type="checkbox"/>	1	Scientific Investigation and the Nature of Science	
<input type="checkbox"/>	2	Earth and Space	
<input type="checkbox"/>	3	Earth Materials and Processes	
<input type="checkbox"/>	4	Cosmology, Origins, and Time	
<input type="checkbox"/>	5	Earth Resources and Human Interactions	

History and Social Science**ASOL Defended****Level of Performance**

<input type="checkbox"/>	1	History	
<input type="checkbox"/>	2	Geography	
<input type="checkbox"/>	3	Economics	
<input type="checkbox"/>	4	Civics	

2. VAAP Content Area Cover Sheet

<input type="checkbox"/>	A VAAP cover sheet has been included for each content area included within the student's COE.
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3. 2016–2017 VAAP Affidavit of Student Performance

<input type="checkbox"/>	Signed affidavit is included.
<input type="checkbox"/>	Each staff person providing supervision of the student during the creation of the evidence has signed the affidavit (teachers, paraprofessionals, speech-language pathologists, staff responsible for OT and PT, etc.).
<input type="checkbox"/>	The Building Principal or designee has reviewed the collection and signed the affidavit.

4. Student Evidence Identification (SEI) Tag

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct ASOL (and bullet, as appropriate) and student Level of Performance for the content areas of <i>Reading</i> , <i>Writing</i> , <i>Mathematics</i> , and <i>Science</i> .

5. Other Required Forms

<input type="checkbox"/>	All division-required forms have been included in the collection.
<input type="checkbox"/>	If an Interpreter was used, the signed <i>Interpreter's Affidavit</i> is included in the COE.

6. Evidence

<input type="checkbox"/>	Student's skill and proficiency are clear in the evidence as appropriate to the Level of Performance indicated on the SEI Tag.
<input type="checkbox"/>	Evidence does not document developmental progress.
<input type="checkbox"/>	Evidence to be submitted represents the student's work completed under testing conditions without access to hints, clueing, or prompts that would provide answers.
<input type="checkbox"/>	Evidence to be submitted addresses all the skills listed within the ASOL <u>stem</u> and <u>bullet</u> , as appropriate.
<input type="checkbox"/>	ASOL curriculum framework documents have been checked to determine the understanding of the selected ASOL. See www.ttaonline.org .
<input type="checkbox"/>	Evidence submitted presents a positive image of the student.
<input type="checkbox"/>	All student work has been graded (% , letter grade, number correct, etc.) or includes a statement of accuracy.

7. Media (Photographs, Video, Audio)

<input type="checkbox"/>	A completed SEI Tag has been placed on all the media evidence.
<input type="checkbox"/>	A signed media release form is on file for this student.
Captioned Photographs	
<input type="checkbox"/>	All photographs have been captioned (required) to explain the activity occurring and the student's level of achievement.
Video	
<input type="checkbox"/>	All video clips are short and focus on the skill the student needs to demonstrate for the ASOL.
<input type="checkbox"/>	All video clips are recorded in the division's required format— (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division's required outputs— CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the COE. I have placed a completed SEI Tag on each transcription.
Audio	
<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the ASOL.
<input type="checkbox"/>	All audio clips are recorded in the division's required format— (cassette tapes, mp3, wav, etc.).
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the COE. A completed SEI Tag has been placed on each transcription.

8. Anecdotal Records

Evidence includes the following:

<input type="checkbox"/>	The date of the performance.
<input type="checkbox"/>	Detailed description of the learning environment (including instructions, materials, and prompts provided).
<input type="checkbox"/>	Description of the observed skill or procedure.
<input type="checkbox"/>	Statement of accuracy describing the student's level of achievement on the ASOL being defended.

9. Other Recommended Steps

<input type="checkbox"/>	The student's COE has been shared with fellow teachers for input.
<input type="checkbox"/>	Division or school administrator has reviewed the student's COE for accuracy and completion.
<input type="checkbox"/>	Pre-scoring team has reviewed the student's COE for accuracy and completion.

Notes

2016–2017 Administrator Checklist for Collections of Evidence

School: _____ Teacher: _____ Reviewer: _____

Directions: Review each Collection of Evidence (COE) for the information in the chart below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Date:					
Items to Review:	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
The <i>Affidavit of Student Performance</i> has been signed and dated by the teachers and administrator, and has been inserted at the front of the COE.					
VAAP Content Area Cover Sheet has been included for each content area included in the COE.					
If an Interpreter was used, the signed <i>Interpreter's Affidavit</i> has been included in the COE.					
All reporting categories for Reading have been addressed: 1 Use word analysis strategies and word reference materials 2 Demonstrate comprehension of fictional texts 3 Demonstrate comprehension of nonfiction texts	Missing Reporting Categories:				
All reporting categories for Writing have been addressed: 1 Research, plan, compose, and revise for a variety of purposes 2 Edit for correct use of language, capitalization, punctuation, and spelling	Missing Reporting Categories:				
All reporting categories for Grades 3–8 Mathematics have been addressed: 1 Number, Number Sense, Computation and Estimation 2 Measurement and Geometry 3 Probability, Statistics, Patterns, Functions, and Algebra	Missing Reporting Categories:				

Date:	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
Items to Review:					
<p>All reporting categories for High School Mathematics have been addressed:</p> <ol style="list-style-type: none"> 1 Expressions and Operations 2 Equations and Inequalities 3 Functions and Statistics 	Missing Reporting Categories:				
<p>All reporting categories for Grade 5 Science have been addressed:</p> <ol style="list-style-type: none"> 1 Scientific Investigation 2 Force, Motion, Energy, and Matter 3 Life Processes and Living Systems 4 Earth/Space Systems and Cycles 	Missing Reporting Categories:				
<p>All reporting categories for Grade 8 Science have been addressed:</p> <ol style="list-style-type: none"> 1 Scientific Investigation 2 Force, Motion, Energy, and Matter 3 Life Systems 4 Ecosystems 5 Earth and Space Systems 	Missing Reporting Categories:				
<p>All reporting categories for High School Science have been addressed:</p> <ol style="list-style-type: none"> 1 Scientific Investigation and the Nature of Science 2 Earth and Space 3 Earth Materials and Processes 4 Cosmology, Origins, and Time 5 Earth Resources and Human Interactions 	Missing Reporting Categories:				
<p>All reporting categories for History/Social Science have been addressed:</p> <ol style="list-style-type: none"> 1 History 2 Geography 3 Economics 4 Civics 	Missing Reporting Categories:				

2016–2017 VAAP Completed Collection of Evidence Submission Checklist

School: _____ Teacher: _____ Reviewer: _____

	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
Each piece of evidence has a completed SEI Tag.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an ASOL number and bullet, and student Level of Performance is indicated for the content areas of <i>Reading</i> , <i>Writing</i> , <i>Mathematics</i> , and <i>Science</i> .					
All photographs are captioned describing the activity occurring and the student's level of achievement.					
All anecdotal records include the date of performance, detailed description of the learning environment, description of the observed skill or procedure, and a statement of accuracy describing the student's level of achievement on the ASOL being defended.					
All student work submitted has been graded and clearly indicates the student's level of performance.					
All electronic media have written transcriptions (each with a completed SEI Tag) that detail student performance.					
Submitted evidence addresses the ASOL stem and bullet as appropriate.					
Evidence submitted represents the student's work completed under testing conditions without access to hints, clueing, or prompts that would provide answers.					

	Student 1:	Student 2:	Student 3:	Student 4:	Student 5:
All division required forms have been included: 1. 2. 3.					
List critical issues to be resolved before COE are submitted to the DDOT:					

Performance Level Examples

In the content areas of *Reading, Writing, Mathematics, and Science*, teachers are required to select ASOL at the grade level of the student's enrollment. Teachers may not select ASOL above or below the student's grade level. Using the three levels described below, teachers determine the Level of Performance for each ASOL that is most appropriate for the individual student.

Level I – The ASOL is demonstrated with significant support and modification.

- The student requires significant support and modification to simplify the task in order to demonstrate the ASOL.
- If student performance demonstrates Level I, the highest score point the student can receive is "2."

Level II – The ASOL is partially demonstrated.

- The student demonstrates some of the knowledge and skill of the ASOL.
- If student performance demonstrates Level II, the highest score point the student can receive is "3."

Level III – The ASOL is fully demonstrated.

- The student fully demonstrates the knowledge and skill of the ASOL.
- If student performance demonstrates Level III, the highest score point the student can receive is "4."

NOTE: If the Level of Performance is not identified on the SEI Tag, the evidence will be scored as Level III.

The following pages provide examples of an elementary, middle, or high school student's performance in the content areas of *Reading, Writing, Mathematics, and Science* at each Level of Performance.

Reading Performance Level Examples

Elementary

Grade 3: 3E-RW 2(b) The student will demonstrate understanding of the meaning of newly acquired vocabulary.

Level I – Demonstrated with significant support and modification

The student is able to identify a new vocabulary word when presented with a pair of words.

Level II – Demonstrated partially

The student is able to identify new vocabulary in a reading selection.

Level III – Fully demonstrated

The student is able to correctly answer questions using new vocabulary per its definition.

Middle School

Grade 7: 7E-CF 1(c) The student will recognize the relationship of two story elements.

Level I – Demonstrated with significant support and modification

The student will identify the main character or setting of a story.

Level II – Demonstrated partially

The student will identify the characters and the setting of a story.

Level III – Fully demonstrated

The student will identify which characters are a part of which events in a story.

High School

High School: HSE-CF 1(c) The student will describe interactions between characters in fictional text.

Level I – Demonstrated with significant support and modification

The student will identify words that describe a character from a choice of descriptive words.

Level II – Demonstrated partially

The student will identify what two characters in a story do when they interact.

Level III – Fully demonstrated

The student will describe how characters develop and interact with each other.

Writing Performance Level Examples

Middle School

Grade 8: 8E-WP 5(b) The student will write to convey ideas and information clearly including facts, details, and other information.

Level I – Demonstrated with significant support and modification

The student will select information related to a topic to contribute a fact or detail to a graphic organizer.

Level II – Demonstrated partially

The student will provide missing information related to facts and details on a given topic.

Level III – Fully demonstrated

The student will write a selection on a given topic that includes facts, details and other information.

High School

High School: HSE-WP 5(b) The student will develop and strengthen writing as needed by planning, revising, editing, and rewriting.

Level I – Demonstrated with significant support and modification

The student will, given a simple sentence, rewrite to correct capitalization and punctuation.

Level II – Demonstrated partially

The student will use a planning strategy to develop the first draft of a writing sample and use a proofreading checklist to strengthen the writing sample.

Level III – Fully demonstrated

The student will create a writing sample that has been reviewed using planning, revising, editing, and rewriting strategies.

Mathematics Performance Level Examples

Elementary School

Grade 3: 3M-NSCE 1(a) The student will identify and write numerals 0 to 30.

Level I – Demonstrated with significant support and modification

The student will identify the numbers 0 to 5 from a list of numbers.

Level II – Demonstrated partially

The student will identify the numbers 0 to 20 and write the corresponding numerals.

Level III – Fully demonstrated

The student will identify the numbers 0 to 30 and write the corresponding numerals.

Middle School

Grade 7: 7M-PSPFA 1(a) The student will describe the probability of events occurring as possible or impossible.

Level I – Demonstrated with significant support and modification

The student will identify the picture of a possible situation from a choice of two pictures, one showing a possible situation and the other an impossible situation.

Level II – Demonstrated partially

The student will identify whether it is possible to get a hamburger for lunch when given the lunch menu.

Level III – Fully demonstrated

The student will differentiate and describe an example of a situation that is possible and a situation that is impossible.

High School

High School: HSM-FS 3(a) The student will, given data, construct a simple graph (table, line, pie, bar, or picture) and answer questions about the data.

Level I – Demonstrated with significant support and modification

The student will point or indicate to answer, “Which is the tallest/highest bar?” when viewing a bar graph.

Level II – Demonstrated partially

The student will answer questions about a simple graph.

Level III – Fully demonstrated

The student will use given data to construct a simple graph and then answer questions about the graph.

Science Performance Level Examples

Elementary School

Grade 5: 5S-LPS 1(a) The student will investigate and understand basic plant anatomy and life processes. Key concepts include (a) the structures of typical plants and the function of each structure.

Level I – Demonstrated with significant support and modification

The student will identify two parts of a typical plant (flower, stem, leaf, roots).

Level II – Demonstrated partially

The student will match the parts of a typical plant to the function of each part.

Level III – Fully demonstrated

The student will identify the parts of a typical plant and explain the function of each part.

Middle School

Grade 8: 8S-ECO 2(d) 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 energy flow in food webs and energy pyramids.

Level I – Demonstrated with significant support and modification

The student will identify (i.e., point to) arrows as representing energy movement on a food web.

Level II – Demonstrated partially

The student will show or draw the proper movement of energy through food webs and energy pyramids.

Level III – Fully demonstrated

The student will show an understanding of the dependency of organisms on each other and on nonliving components by organizing and describing the structures of food webs and energy pyramids.

High School

High School: HSS-EMP 2(a) 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 igneous rocks.

Level I – Demonstrated with significant support and modification

The student will identify graphical representations of the rock cycle and will identify an igneous rock.

Level II – Demonstrated partially

The student will identify some igneous rocks and relate their structure to their composition and formation.

Level III – Fully demonstrated

The student will conduct an investigation of the rock cycle in which igneous rocks are identified and will describe the origin and transformation of igneous rocks.

2016–2017 Testing Status Assignment Request Form

Check ONLY One: VGLA VSEP VAAP

Administration: Fall Spring

Directions: After review of student information and testing status criteria for the alternative or alternate assessment checked above, the following testing status is requested for the student in the content area(s) listed below:

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Division: _____ School: _____

Grade Level: _____ Content Area(s): _____

The assignment of the testing status checked below is requested for the student referenced above:

TESTING STATUS CODES		
1	Absent	
3	Limited English Proficient	
4	Medical Emergency	
6	Other (requires VDOE Approval)	
8	Other (requires VDOE Approval)	
9	Student Already Passed Test	
10	Substitute Test Taken (Not Applicable)	
11	LEP Exempt Reading	
15	Inappropriate Assistance (requires VDOE Approval)	
50	Student Refusal	
51	Parent Refusal	

The following supporting documentation is attached:

- | | |
|--|----------------------------------|
| ____ Official Student Attendance Record | ____ Letter from School Official |
| ____ Current IEP or 504 Plan | ____ Incomplete COE |
| ____ Current LEP Student Assessment Participation Plan | ____ Incomplete CWC |
| ____ Student Performance Report | ____ Letter/Medical Report |

Principal

Date

Approved for the following code: _____

Denied for the following reason: _____

Division Director of Testing

Date

2016–2017 Virginia Assessment Program Interpreter’s Affidavit

Directions: The interpreter should complete a separate form and read and sign an affidavit for each student who received interpretation services. All signed affidavits for the SOL and/or VMAST assessments must be securely maintained in the Office of the Division Director of Testing. **Signed affidavits for the VAAP, VGLA, and VSEP must be included in the student’s collection of work.**

Student Receiving Interpretation Services

Student Name	State Testing Identifier	Grade Level
School Name		Division Name

Test(s) Interpreted:

Test Administration (check one only): Fall 2016 Spring 2017 Summer 2017

Test Type (check all that apply): SOL VMAST VAAP VGLA VSEP

Content Area(s) (check all that apply):

- | | | |
|---|--------------------------------------|----------------------------------|
| <input type="checkbox"/> History/Social Science | <input type="checkbox"/> Mathematics | |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Science | <input type="checkbox"/> Writing |

Interpreter’s Affidavit

My signature below affirms:

I have:

- provided interpretation services for the student on the assessment (noted above) in an appropriate and professional manner according to the *School Division Personnel Test Security Agreement*.
- maintained confidentiality of the student’s responses.

I have not:

- provided hints, clueing, prompting or any other type of inappropriate assistance that would give the student answers to assessment items or provide an unfair advantage.
- fabricated, altered, or modified student responses or evidence in any way.

Signed:	Print Name:
Position:	Date:
School:	Division:

Non-Disclosure/Conflict of Interest Agreement for Scoring Events

The Virginia Alternative and Alternate Assessments include the Virginia Grade Level Alternative (VGLA) and the Virginia Alternate Assessment Program (VAAP). All persons participating in the scoring events for the VGLA and VAAP who are responsible for reviewing, scoring, or handling the Collections of Evidence or related confidential student education records, or persons otherwise authorized to have access to the alternative and alternate assessments must do so with the full knowledge that the security and confidentiality of these materials shall in no way be breached.

I have been authorized by the Virginia Department of Education (VDOE) or my local school division to have access to Virginia Alternative and Alternate Assessments or related confidential student education records. In having this responsibility vested in me, I acknowledge the following:

- I may have access to the Virginia Alternative and Alternate Assessments and related confidential student education records as determined appropriate by VDOE or the local school division.
- I have read and understand that I am subject to the provisions of § 22.1-19.1 of the Code of Virginia entitled “Action for violations of test security procedures.” (Refer to Appendix G.)
- I have read and understand that if I have an administrative or teaching license issued by the Virginia Board of Education, I am subject to the provisions of § 22.1-292.1 of the Code of Virginia entitled “Violation of test security procedures; revocation of license.” (Refer to Appendix G.)
- I understand that I may be assessed a civil penalty for each violation.
- I understand that pursuant to the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations (34 CFR 99), the Collections of Evidence are confidential student education records.
- I have a duty to comply with the FERPA regulations governing confidential student education records.
- I have a duty to disclose any existing position, interest, or commitment that would pose a conflict of interest, whether real or perceived, with my role in the scoring events and responsibilities for reviewing, scoring, or handling Virginia Alternative/Alternate Assessments or related confidential student education records, or my ability to otherwise have authorized access to Virginia Alternative/Alternate Assessments or related confidential testing materials.
- I have participated in training activities related to the scoring and/or score entry of the VGLA and VAAP.
- I understand that the scorer or scoring team is responsible for ensuring “fair and accurate” ratings of student performance, maintaining confidentiality of submitted collections of student work during the scoring and audit window, and entering results for scored VGLA and VAAP in the online score entry system.
- I understand that the scorers or scoring teams may not discuss specific student education records, Collections of Evidence, ratings, proficiency levels, or scoring issues outside of the scoring team meeting.
- I understand that scoring team members must not use membership on the VGLA and VAAP scoring team to influence the selection of student materials for the Collection of Evidence.
- I understand that if a scoring team member has provided training or technical guidance to the student and/or teacher in submitting or reviewing a particular Collection of Evidence, he/she may not score that particular Collection of Evidence.

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- I understand that pursuant to § 22.1-253.13:3 of the Code of Virginia the Board of Education “may initiate or cause to be initiated a review or investigation of any alleged breach in security, unauthorized alteration, or improper administration of tests by local school board employees responsible for the distribution or administration of the tests.”

In order to have access to Virginia Alternative and Alternate Assessments and related confidential student education records, I agree that I shall not:

- Disclose or allow to be disclosed confidential student education records to unauthorized persons;
- Discuss the submitted evidence, ratings, proficiency levels, or scoring issues outside of the scoring team deliberations; (This prohibition does not apply to general discussions of the scoring process for professional development or training purposes.)
- Disclose or allow to be disclosed individual student information relating to the alternative and alternate assessments in compliance with the Family Educational Rights and Privacy Act’s (FERPA) implementing regulations governing student educational records and Virginia Department of Education (VDOE) policy;
- Use any individually personally identifiable information furnished, acquired, retrieved or assembled for any purpose other than for the purpose of scoring the VGLA and VAAP.
- Discuss confidential student education records related to the VGLA or VAAP with any persons other than designated Department of Education staff or authorized school division staff. (This prohibition does not apply to general discussions of the scoring process for professional development or training purposes.)
- Convey or distribute any information acquired through my access to VGLA and VAAP assessments or related confidential student education records in a classroom setting, conference presentation, or any other venue;
- Maintain or remove any notes made about any part of the VGLA/VAAP or related confidential student education records;
- Reproduce, electronically or otherwise, in whole or in part, any VGLA/VAAP and related confidential student education records;
- Use my access to VGLA and VAAP or related confidential student education records in a manner that would violate the FERPA regulations for financial gain as an author or co-author of textbooks and professional journals, or any such publications related to the Virginia Standards of Learning assessments or VGLA or VAAP;
- Fail to report any suspected or alleged violation of test security and confidentiality to appropriate school division staff and VDOE staff;
- Fail to follow VDOE Division of Student Assessment and School Improvement procedures for maintenance of VGLA/VAAP and related confidential student education records in secure locations and locked storage facilities;
- Use my role as a member of the scoring staff, to influence the acquisition of student Collections of Evidence.
- Score a particular VGLA or VAAP Collection of Evidence, if I have provided training or technical guidance to the student and/or teacher associated with the submitted evidence.
- Allow any Collection of Evidence to be modified after it has been submitted for scoring.

Print Name: _____

Signature: _____ **Date:** _____

School Division: _____

This page may be photocopied.

Spring 2017 VGLA/VAAP Collection of Evidence Transmittal Form

Check ONLY One: VGLA VAAP

SECTION I: Completed by School Staff

Student Name: _____ State Testing Identifier (STI): _____

School Division: _____ School: _____

Content Area:

Reading Writing Mathematics Science History/Social Science

Collection of Evidence Contains Media, check all that apply: Video Audio DVD

Indicate the Number: Video _____ Audio _____ DVD _____

NOTE: *In addition to the SEI Tag, media must include an Identification label with the student's name, STI number, school division, and school.*

SECTION II:

Scoring Process	Activity	Scoring Event Staff Signature
Check-in	• Collection of Evidence has been received at scoring event	
	• Collection of Evidence information (Section I) has been completed by the sending school	
	• All media has been labeled with student name, STI, school division, and school	
	• Collection of Evidence has a signed affidavit	
Scoring	• Collection of Evidence has been scored and the scoring sheet completed	
	• All media has been returned to the Collection of Evidence	
Score Entry	• Scores have been entered into online system	
	• Scores have been validated	
	• Scores have been printed and attached to this form	
Check-out	• Collection of Evidence has been scored	
	• Scores have been validated	
	• Collection of Evidence has all media	
	• Collection of Evidence has been boxed for return to the school	

Comments/Special Notes:

Frequently Asked Questions by Local Scoring Event Coordinators

Q1. How should I address a Collection of Evidence (COE) that is submitted to the local scoring event without a signed affidavit?

A signed affidavit is required before a VGLA or VAAP COE can be scored. If the COE is submitted for a scoring event without this documentation, the local event coordinator should contact the administrator of the sending school to obtain the signed affidavit before proceeding with the scoring process.

Q2. What types of grades are acceptable on student evidence?

The VGLA scoring rules do not specify a particular type of grade; therefore, various types of grades (i.e., letter grades, numerical grades, percentage grades, teacher comments) are acceptable. The scoring rules only require that the work is graded and that correct and incorrect answers be clearly identified.

Q3. What happens if the teacher has not graded the student work accurately?

The local event coordinator or designee may grade the student work. If the work cannot be graded, the student work cannot be considered in scoring. **NOTE:** A scorer is not permitted to grade student work.

Q4. Who can serve as a scorer for the VGLA and VAAP?

The selection of persons to serve as scorers is at the discretion of the school division. If a single scorer model is used, the scorer must have special education knowledge and content expertise in the area of the collection being scored. If a team model is used, special education and content knowledge must be represented. In selecting scorers, school divisions are not permitted to use persons who have provided training and/or technical assistance for the same COE they are assigned to score.

Q5. How should scorers score VGLA student work that is below grade level?

As a grade level alternative to the SOL assessment, the VGLA requires materials to be appropriate to the grade level of the student's enrollment. If materials are submitted that are clearly below the level, the evidence cannot receive a score point higher than "1."

Q6. How should scorers score VAAP Collections of Evidence if a reporting category is missing?

If one ASOL of the required reporting categories is missing, the score for that category would be "0." If there are two ASOL for the same reporting category, scorers should score both, and then select the ASOL with the higher score to report.

2016–2017 VGLA/VAAP Scorer Questionnaire

Responses to this questionnaire will assist our school division in gathering helpful information regarding current instructional and assessment practices for students participating in alternative or alternate assessments. This information may be used to develop VGLA and VAAP instructional resources and staff development activities for the next school year.

Check ONLY One: VGLA VAAP

Scorer: _____ Content Area of Collections of Evidence Scored: _____

Based on your scoring experience for the 2016-2017 VGLA/VAAP Collections of Evidence, please respond to the following topics:

1. Identify exemplary teacher practices in organizing Collections of Evidence.

2. Identify exemplary instructional practices.

3. Provide advice that would assist in compiling next year's Collections of Evidence.

4. Identify specific areas of concern (instructional and/or organizational) that will need to be addressed in division-wide training.

5. Provide recommendations to improve the scoring event for next year.

6. Additional comments.

UNGRADED STUDENT WORK

Ungraded work is considered a technical error and may be corrected by the Scoring Event Coordinator or the Scoring Event Coordinator's designee during the scoring event. It should be noted, however, that a scorer who is scoring the evidence should never be allowed to grade or correct student work and should not place a grade or a mark of any kind on student evidence. When presented with ungraded work, the Scoring Event Coordinator has the option of correcting this technical error by grading the work or assigning the task to another individual within the division with the necessary content expertise. Persons grading the work should mark the correct and incorrect answers and give an overall grade. The Scoring Event Coordinator may also note on the evidence that the evidence was graded during the scoring event along with the date and the name of the individual that graded the student work.

VGLA Grade 5 Reading

SOL 5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.
b) Describe character development.

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG

VGLA VSEP

Content Area: *Reading*

SOL: *5.5*

Bullet: *b fiction*

Inferred: Demonstrated:

Name: _____ Date: *1-12-06*

5.5b Character Webbing, Faith and Eddie

NOTE: There is no evidence that the student has demonstrated the skills and knowledge stated in the SOL. Although the evidence may be valid, the teacher has not graded the paper or noted the correctness of each response/answer. The graphic organization shows student's effort, but the student's knowledge and skill on the SOL is unclear because the work is ungraded. Scorers who discover this type of technical error should bring it to the attention of the Scoring Event Coordinator so that appropriate steps can be taken to have the evidence graded. In the event that an ungraded piece of student work cannot be graded, the student work cannot be considered in scoring.

VAAP Grade 5 Reading

ASOL 5E-CN 1

The student will

c) identify the beginning, middle, and end of a nonfiction text with a clear sequential structure.



NOTE: There is no evidence that the student has demonstrated the skills and knowledge stated in the SOL. Although the evidence may be valid, the teacher has not graded the paper or noted the correctness of each response/answer. The pictures appear to be in sequence, but the scorer cannot be certain since the evidence is not graded. Scorers who discover this type of technical error should bring it to the attention of the Scoring Event Coordinator so that appropriate steps can be taken to have the evidence graded. In the event that an ungraded piece of student work cannot be graded, the student work cannot be considered in scoring.

MISLABELED OR INCOMPLETE SEI TAGS

A mislabeled or incomplete SEI Tag is considered a technical error and may be corrected by the Scoring Event Coordinator during the scoring event. A scorer may see that evidence in the collection should be applied to an SOL and bullet(s) that are different from the SOL and bullet(s) listed on the SEI Tag. In these cases, the Scoring Event Coordinator has the option of correcting the SEI Tag or assigning this task to a designee. Again, the designee assigned to this task should never be a scorer. The Scoring Event Coordinator or designee should correct or complete the tag, initial the SEI Tag, and return the collection to the scorer for scoring.

VGLA Grade 5 Reading

- SOL 5.6** The student will read and demonstrate comprehension of nonfiction texts.
- c) Skim materials to develop a general overview of content and to locate specific information.

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG

VGLA VSEP

Content Area: *Reading*

SOL: *5.6*

Bullet: *c*

Inferred: Demonstrated:

P1-2c

100%

Turtles in Trouble (5.6 a)

After reading the article, "Turtles in Trouble," answer the questions below.

1. What do you predict the paragraphs under the heading, "Turtle Dangers," will talk about? *It is going to be about turtles in trouble.*
2. Read the chart, "Sea Turtle Species." List the two categories used to organize the information.
 - a. Name of the turtles*
 - b. Description*
3. Using the same chart, select 3 turtles and 2 characteristics that are given for each turtle.
 - a. Logger head weight up to 550 lbs, 2 1/2 and 3/2 feet long*
 - b. Flat back named for its flat shell, can be up to 3/4"*
 - c. leather back skin looks like leather weight 200 pounds*
4. Using the information in the chart, which sea turtle weighs the most? How much does it weigh?

The leather back turtle, and it weighs 2019 pounds.

3-8c

NOTE: The SEI Tag states that this evidence represents Grade 5 Reading 5.6 c listed above.

However, the evidence actually defends Grade 5 Reading SOL 5.6 a:

The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.

Scorers encountering this type of technical error should inform the Scoring Event Coordinator who may correct the label.

VAAP Grade 8 Reading

ASOL 8E-CF 1 The student will
 b) provide a summary of a familiar fictional text;

story 3 Name: [redacted] 5/29/06
 ES-1a 100%

Characters: Mary Maloney, Mr. Patrick

Setting: ~~at~~ ~~at~~ this story took place at home

Events:

1. Husband ~~can~~ came from work
2. told his wife that he wa leave her for a another wife women
3. wife became upset
4. She ~~to~~ kill him legot lamb

Problem: She ~~to~~ kill her husband

Solution: She decided too cook the weapon

Ending: the police ate the evidence

STUDENT EVIDENCE ID (SEI) TAG	
VAAP	
CONTENT AREA: Reading	
ASOL: 8E-CF 1	BULLET:
LEVEL OF PERFORMANCE:	

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 www.WrightGroup.com
 ISBN: 0-322-02256-7
 Printed in Canada

Directions: Fill in the boxes with information about the story.

ES-1a

NOTE: The SEI Tag states that this evidence represents 8E-CF 1. The SEI Tag is incomplete since it does not identify the bullet. The evidence actually defends 8E-CF 1 (b): “The student will provide a summary of a familiar fictional text.” Scorers who discover this type of technical error should bring it to the attention of the Scoring Event Coordinator so that appropriate steps can be taken to correct the tag.

EVIDENCE WITHOUT SEI TAGS or BLANK SEI TAGS

VGLA Grade 8 Reading

- SOL 8.5** The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
- b) *Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.*

A-2c

Date: _____ Bell: 95-1/20

The Diary of Anne Frank: Characterization

Name: _____

For each of the characters below, choose one adjective to describe his or her personality. Write this word in the left hand column (character traits). In the right hand column, find a specific detail from the play to support the character trait you chose for each character.

Character Traits	Evidence from the play	Page #
Anne Positive ✓	She got up from the desk so the man can us it ✓	
Margot Stundee ✓	all ways Read ✓	
Mrs. Frank ✓ Protective	he made the roll that nobody can't go down steers to it get dark out side	
Mr. Frank ✓ Peculiar	She did not trust Peter and Anne in the room with the door shut	
Peter ✓ Insecure	he will all ways say to Anne that he's not smart he's down ✓	
Mrs. Van Daan ✓ Materialistic	She all ways talk about her things ✓	
Mr. Van Daan ✓ Selfish	Stod Brand X	
Mr. Dussel ✓ Hypocritical	he all ways talk and Capten about his alags ✓	
Mr. Kraler ✓ considerate	Brought them Supplies ✓	
Miep ✓ considerate	Brought them Supplies ✓	

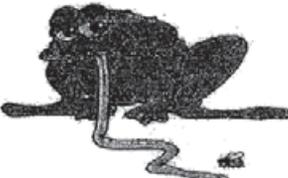
switch

NOTE: This evidence does not have an SEI Tag. Since the Scoring Event Coordinator cannot create an SEI Tag, this piece of evidence cannot be considered in scoring.

VAAP Grade 3 Mathematics

ASOL 3M-NSCE 2 The student will

a) solve addition and subtraction problems when result is unknown with number 0-30;

Adding							
a.	$\begin{array}{r} \checkmark 5 \\ + 4 \\ \hline 9 \end{array}$	$\begin{array}{r} \checkmark 6 \\ + 7 \\ \hline 13 \end{array}$	$\begin{array}{r} \checkmark 9 \\ + 4 \\ \hline 13 \end{array}$	$\begin{array}{r} \checkmark 4 \\ + 3 \\ \hline 7 \end{array}$	$\begin{array}{r} \checkmark 3 \\ + 8 \\ \hline 11 \end{array}$		
b.	$\begin{array}{r} \checkmark 9 \\ + 7 \\ \hline 16 \end{array}$	$\begin{array}{r} \checkmark 3 \\ + 2 \\ \hline 5 \end{array}$	$\begin{array}{r} \checkmark 0 \\ + 6 \\ \hline 6 \end{array}$	$\begin{array}{r} \checkmark 2 \\ + 7 \\ \hline 9 \end{array}$	$\begin{array}{r} \checkmark 6 \\ + 8 \\ \hline 14 \end{array}$	$\begin{array}{r} \checkmark 4 \\ + 7 \\ \hline 11 \end{array}$	$\begin{array}{r} \checkmark 8 \\ + 8 \\ \hline 16 \end{array}$
c.	$\begin{array}{r} \checkmark 3 \\ + 3 \\ \hline 6 \end{array}$	$\begin{array}{r} \checkmark 6 \\ + 9 \\ \hline 15 \end{array}$	$\begin{array}{r} \checkmark 4 \\ + 9 \\ \hline 13 \end{array}$	$\begin{array}{r} \checkmark 1 \\ + 0 \\ \hline 1 \end{array}$	$\begin{array}{r} \checkmark 5 \\ + 8 \\ \hline 13 \end{array}$	$\begin{array}{r} \checkmark 6 \\ + 3 \\ \hline 9 \end{array}$	$\begin{array}{r} \checkmark 9 \\ + 5 \\ \hline 14 \end{array}$
d.	$\begin{array}{r} \checkmark 9 \\ + 3 \\ \hline 12 \end{array}$	$\begin{array}{r} \checkmark 9 \\ + 9 \\ \hline 18 \end{array}$	$\begin{array}{r} \times 5 \\ + 1 \\ \hline 5 \end{array}$	$\begin{array}{r} \checkmark 7 \\ + 6 \\ \hline 13 \end{array}$	$\begin{array}{r} \checkmark 7 \\ + 8 \\ \hline 15 \end{array}$	$\begin{array}{r} \checkmark 6 \\ + 6 \\ \hline 12 \end{array}$	$\begin{array}{r} \checkmark 6 \\ + 5 \\ \hline 11 \end{array}$
e.	$\begin{array}{r} \checkmark 7 \\ + 7 \\ \hline 14 \end{array}$	$\begin{array}{r} \checkmark 8 \\ + 9 \\ \hline 17 \end{array}$	$\begin{array}{r} \checkmark 3 \\ + 7 \\ \hline 10 \end{array}$	$\begin{array}{r} \checkmark 8 \\ + 9 \\ \hline 17 \end{array}$	$\begin{array}{r} \checkmark 7 \\ + 9 \\ \hline 16 \end{array}$	$\begin{array}{r} \checkmark 0 \\ + 2 \\ \hline 2 \end{array}$	$\begin{array}{r} \checkmark 2 \\ + 5 \\ \hline 7 \end{array}$
f.	$\begin{array}{r} \checkmark 1 \\ + 6 \\ \hline 7 \end{array}$			$\begin{array}{r} \checkmark 9 \\ + 7 \\ \hline 16 \end{array}$	$\begin{array}{r} \checkmark 6 \\ + 1 \\ \hline 7 \end{array}$	$\begin{array}{r} \checkmark 9 \\ + 6 \\ \hline 15 \end{array}$	$\begin{array}{r} \checkmark 6 \\ + 4 \\ \hline 10 \end{array}$
g.	$\begin{array}{r} \checkmark 7 \\ + 7 \\ \hline 14 \end{array}$			$\begin{array}{r} \checkmark 8 \\ + 3 \\ \hline 11 \end{array}$	$\begin{array}{r} \checkmark 4 \\ + 6 \\ \hline 10 \end{array}$	$\begin{array}{r} \checkmark 5 \\ + 7 \\ \hline 12 \end{array}$	$\begin{array}{r} \checkmark 9 \\ + 5 \\ \hline 14 \end{array}$

NOTE: This evidence does not have an SEI Tag. Since the Scoring Event Coordinator cannot create an SEI Tag, this evidence cannot be considered in scoring.

UNCAPTIONED PHOTOGRAPHS (VAAP Only)

Uncaptioned photographs are a technical error that cannot be corrected by the Scoring Event Coordinator. Without a caption, the scorer is unsure of the student's skills or knowledge and the accuracy of the student's performance. Uncaptioned photographs cannot be considered in scoring. **NOTE:** Photographs are not allowed as evidence for the VGLA.

VAAP Grade 5 History

ASOL HS-G5

The student will develop map skills by

- a) *locating Greece, Rome, and West Africa;*
- b) *describing the physical and human characteristics of Greece, Rome, and West Africa;*
- c) *explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.*



NOTE: There is no evidence that the student has demonstrated the skills and knowledge stated in the ASOL. The evidence is a picture without a caption noting what the student is doing and whether the action is accurate or not. Since the Scoring Event Coordinator cannot create a caption, this piece of evidence cannot be considered in scoring.

VAAP Grade 5 Science

ASOL 5S-FME-5

The student will investigate and understand that matter is anything that has mass and takes up space: and occurs as a solid, liquid, or gas. Key concepts include:

e) mixtures including solutions.



NOTE: There is no evidence that the student has demonstrated the skills or knowledge stated in the ASOL since the caption was omitted. The Scoring Event Coordinator cannot create a caption; therefore, this piece of evidence cannot be considered in scoring.

EVIDENCE COMPLETED IN A GROUP

If evidence is completed in a group, then the contribution of the student participating in the VGLA or the VAAP must be clear. Cases in which the contribution of the VGLA or VAAP student is not clarified represent a technical error that cannot be corrected by the Scoring Event Coordinator. Evidence displaying this technical error cannot be considered in scoring.

VGLA Grade 5 Reading

SOL 5.6 The student will read and demonstrate comprehension of nonfiction texts.

e) Summarize supporting details in nonfiction texts.

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input checked="" type="checkbox"/> VGLA	<input type="checkbox"/> VSEP
Content Area: <i>Reading 5</i>	
SOL: <i>5.6</i>	
Bullet: <i>e</i>	
Inferred:	Demonstrated: <input checked="" type="checkbox"/>

SOL 5.6 e

Directions: Students went to the library and used the Media Center's card catalogue to locate books, Encyclopedia articles, and magazines about bats. The students also gathered information by using the Internet to find articles on-line. Once students gathered resource materials, they completed graphic organizers to help organize important information. Next, they completed summaries of the information and wrote a report. Also, they identified their sources by writing it on index cards.

NOTE: The evidence is an anecdotal record of a research activity conducted by the class. This evidence is problematic for two reasons. First, anecdotal records are not allowed as VGLA evidence. Second, this is a group activity in which the contribution of the work completed by the individual student is not clear. Therefore, this piece of evidence cannot be considered in scoring.

VAAP High School *Mathematics*

ASOL HSM-EI 3 The student will:
a) *determine the two pieces of information that are plotted on a graph of an equation with two variables that form a line when plotted;*

<table border="1" style="width: 100%;"><tr><td colspan="2" style="text-align: center; font-size: small;">STUDENT EVIDENCE ID (SEI) TAG</td></tr><tr><td colspan="2">VAAP</td></tr><tr><td colspan="2">CONTENT AREA: <i>Math</i></td></tr><tr><td>ASOL: <i>HSM-EI 3</i></td><td>BULLET: <i>a</i></td></tr><tr><td colspan="2">LEVEL OF PERFORMANCE: <i>II</i></td></tr></table>	STUDENT EVIDENCE ID (SEI) TAG		VAAP		CONTENT AREA: <i>Math</i>		ASOL: <i>HSM-EI 3</i>	BULLET: <i>a</i>	LEVEL OF PERFORMANCE: <i>II</i>	
STUDENT EVIDENCE ID (SEI) TAG										
VAAP										
CONTENT AREA: <i>Math</i>										
ASOL: <i>HSM-EI 3</i>	BULLET: <i>a</i>									
LEVEL OF PERFORMANCE: <i>II</i>										
<h3><i>Anecdotal Record – Observation</i></h3>										
16										
Student (full name):										
Date and Testing Setting: 03-04-13, classroom, large group										
Grade/Statement of Accuracy: 0 out of 1 correct										
<hr/>										
<i>Describe student's performance relating to the objective (include information on the learning environment – instructions given to student, materials used in activity, and specific verbal/non-verbal response of student):</i>										
<p>HSM-EI 3 (A) The student will determine the two pieces of information that printed on a graph of an equation with two variables that form a line when plotted.</p> <p>Students were asked to plot points on a graph (using foam blocks) representing data collected on student attendance. After plotting the data students were assisted to feel the line created by the points on the graph and determine if the line was straight or has a slope. After feeling the line was asked if the line was straight or had a slope. provided no response to the question.</p>										

NOTE: This observation or anecdotal record describes a group activity and the achievement of the individual student participating in the VAAP is not noted. The scoring rule that requires the contribution of the student to be clearly identified in a group activity has been violated. Therefore this piece of evidence cannot be considered in scoring.

WORK COPIED FROM INAPPROPRIATE SOURCES

Work copied from inappropriate sources such as textbooks, computers, or chalkboards/dry-erase boards represent technical errors that cannot be corrected by the Scoring Event Coordinator. If the student merely transfers information from a source to his/her paper, there is no demonstration of knowledge or skill in the SOL or ASOL being defended. Therefore, the student's work cannot be considered in scoring.

VGLA Grade 4 Reading

SOL 4.6 The student will read and demonstrate comprehension of nonfiction texts.

h) Distinguish between fact and opinion.

FACT AND OPINION

A fact is something that is true or can be proven. An opinion is your feelings or how someone else feels about a particular topic. Read the sentences below and write either fact or opinion after the sentence. Read carefully and use your best handwriting.

Directions: Write fact or opinion after each of the following statements.

1. Abraham Lincoln was President of the United States during the Civil War. fact
2. My favorite music group is TLC. opinion ✓
3. Thanksgiving is celebrated in November in America. fact
4. Students must pass a graduation test in Georgia. fact
5. The red velvet cake Mrs. Harvey made was delicious. opinion
6. Students achieving A Honor Roll for the first semester will be recognized for their hard work. fact
7. My Mother feels all students should be required to wear school uniforms. opinion
8. George Washington Carver was a famous inventor. fact
9. I really enjoyed the football game last weekend. opinion
10. The Presidential Election is held in November. fact

NOTE: The directions provide definitions that help the student distinguish between fact and opinion. The scoring rules state that evidence cannot be considered for scoring if examples or directions with hints, clueing or prompts that would provide answers or unfair advantage are used.

VAAP Grade 3 Mathematics

ASOL 3M-NSCE 1 The student will:
 a) identify and write numerals 0 to 30;

STUDENT EVIDENCE ID (SEI) TAG
 VAAP
 CONTENT AREA: *Math*
 ASOL: *3M-NSCE 1* BULLET: *a*
 LEVEL OF PERFORMANCE:

abcteach [REDACTED] Hundreds Chart Fill-In

Fill in the missing numbers from 1-100. A-16a

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The student, with assistance from non-disabled peers, filled in the missing numbers chart. The students used the number chart that is displayed in the room as a guide.

86
4/6/2006

<http://www.abcteach.com/Math/hundfillin.htm>

NOTE: The statement at the bottom of this piece of evidence states that the student received assistance from non-disabled peers and used the number chart displayed in the room as a guide. The scoring rules prohibit the use of evidence copied from a source such as a textbook, computer, or blackboard. This evidence cannot be considered in scoring.

Reporting Violations

All persons who are responsible for collecting, reviewing, scoring, or handling the Collection of Evidence (COE) or Course Work Compilation (CWC) or related confidential student education records, or persons otherwise authorized to have access to the COE/CWC must do so with the full knowledge that the security and confidentiality of these materials shall in no way be breached. All known violations of the Virginia Grade Level Alternative (VGLA), Virginia Substitute Evaluation Program (VSEP), or Virginia Alternate Assessment Program (VAAP) procedures and security guidelines shall be reported by e-mail at: Student_Assessment@doe.virginia.gov or by phone at: (804) 225-2102, or mailed to: Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

Written reports must be signed by the person making the report. The Virginia Department of Education will request an investigation of any assessment improprieties and implementation of a corrective action plan as necessary. All corrective action plans must be submitted to the Division of Student Assessment and School Improvement.

Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Actions for violations of test security procedures and § 22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security. These pages may be photocopied.

§ 22.1-19.1. Action for violations of test security procedures.

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education;
7. Excluding students from testing who are required to be assessed; or
8. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

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All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

D. For the purpose of this section, “person” shall not mean a student enrolled in a public school.

Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Actions for violations of test security procedures and § 22.1–292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.

§ 22.1-292.1. Violation of test security procedures; revocation of license.

A. The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who knowingly and willfully commits any of the following acts related to secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering test materials or examinees’ responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions;
9. Excluding students from testing who are required to be assessed; and
10. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, “secure test” means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

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