VAAP

Virginia Alternate Assessment Program

ADMINISTRATOR'S MANUAL

2020–2021

Revised September 9, 2020

2020–2021 ASSESSMENT CALENDAR FOR THE VIRGINIA ALTERNATIVE ASSESSMENT PROGRAM (VAAP)

2020

July– August	If required, submit the VAAP Grades Verification Report located in the Educational Registry Application (ERA) found in the Single Sign-on for Web Systems (SSWS). Refer to Section 6.1 for guidance.
August 10, 2020–June 3, 2021	Additional Orders of manuals and SEI tags available

2021

January 4 – May 12	Register students for 2020 VAAP Collection of Evidence (COE) submissions (using Student Registration Import or manually)
March 22 – May 12	VAAP Collection of Evidence (COE) score entry available in PearsonAccess^{next}
April 5	VAAP preliminary reports become available in PearsonAccess^{next} (Non-Audited COE only) VAAP Audit Reports begin to post
May 28	Shipping materials for VAAP COE selected for audit arrive in divisions
June 2	Deadline to ship VAAP COE selected for audit to Pearson
June 4	Due date for VAAP COE selected for audit to arrive at Pearson
June 25	Return the *School Division Affidavit for the Virginia Alternate Assessment Program* to the Virginia Department of Education (Appendix A). All Irregularities for Score Corrections and Testing Statuses Due
July 5	Preliminary reports available for all tests.
July 5	Deadline for submitting VAAP COE Score Correction Requests to VDOE
July 16	VAAP Authorization to Report (ATR) due date
July 23	Audited VAAP COE returned to divisions
August 13	Deadline for ordering printed reports.

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IMPORTANT REMINDERS FOR 2020–2021

Manual Format

- The *2020–2021 Virginia Alternate Assessment Administrator's Manual* provides information for administrators who have responsibilities for the VAAP.

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

School Division Personnel Test Security Agreement

All individuals who may be involved in the administration of the Virginia Alternate Assessment Program (VAAP), including collection development, monitoring, and pre-scoring, MUST read, understand, and agree to adhere to the *2020–2021 School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* prior to collecting, submitting, and pre-scoring student evidence. The *2020–2021 School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* must be signed and kept in the office of the Division Director of Testing (DDOT). Refer to Appendix A.

Procedures for Reporting Irregularities and Violations

- Irregularities involving the alternate assessment program 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 7.2.
- As part of the Virginia Accountability System, inappropriate administration of the 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 A.

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

VAAP Reminders

Participation Criteria

- School principals (or designees) must ensure that all Individualized Education Program (IEP) Teams, 504 Committees, and English Learner (EL) 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
- Evidence for VAAP collections must be completed under the supervision of the content area teacher or other school personnel and under testing conditions, to the extent possible, 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.

Use Current Materials

- Ensure that only the *2020–2021 VAAP Implementation Manual*, forms, and checklists are used in conjunction with 2020–2021 submissions. Please destroy all "old" VAAP manual, forms, and checklists.

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 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 2020–2021, 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. The DDOT must report the *VAAP Grades Verification Report* to the Virginia Department of Education.

1. USE OF THIS MANUAL FOR THE 2020–2021 VAAP

The Virginia Alternate Assessment Program (VAAP) is designed to provide access to state assessments for eligible students with special needs. The *2020–2021 Virginia Alternate Assessment Program (VAAP) Administrator's Manual* describes procedures for implementation of the 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 VAAP and program specific sections. Section 9, *VAAP Local Scoring Guide*, provides detailed information for local scoring events. Program specific forms are located in the appendices:

- *2020–2021 School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* and General Assembly Legislation are in Appendix A;
- procedures for reporting assessment violations are in Appendix B;
- VAAP forms are in Appendix C;
- general forms are in Appendix D;
- forms for use with local VAAP scoring events are in Appendix E; and
- examples of student work for use during local VAAP scoring events are located in Appendix F.

2. ALTERNATE ASSESSMENTS WITHIN THE STATE ACCOUNTABILITY SYSTEM

The *Every Student Succeeds Act of 2015* (ESSA) 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.

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

3. SCHOOL DIVISION RESPONSIBILITIES FOR THE VAAP

3.1 Confidentiality and Security

The Virginia Alternate Assessment Program (VAAP) is part of the Virginia Accountability System and appropriate administration of this assessment is critical. All persons who are responsible for collecting, reviewing, scoring, or handling the Collection of Evidence (COE), or persons otherwise authorized to have access to the COE, must ensure, to the extent possible, that the student's information remains confidential and that evidence for the COE is created under testing conditions and maintained in a secure manner. In addition, these persons must be trained on the implementation of the VAAP.

Secure measures, to the extent possible, include, but are not limited to:

- ensuring all COE are kept in a secure location when not in use;
- establishing and maintaining appropriate monitoring activities for COE while in development;
- ensuring the *School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* has been signed by all staff who have access to the COE;
- ensuring the *Affidavit of Student Performance* has been signed by all staff involved with the implementation and development of COE; and
- ensuring evidence submitted in the COE was completed under testing conditions.

Violations of confidentiality and security requirements may, to the extent possible, include, but are not limited to:

- COE left unattended or in a location accessible to persons not involved with the development of the collection; and
- COE left in an inappropriate location such as a vehicle or home.

3.2 *School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program*

All individuals who may be involved in the administration of the VAAP, including collection development, monitoring, and pre-scoring, MUST read, understand, and agree to adhere to the *2020–2021 School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* prior to collecting, submitting, and pre-scoring evidence used for the student's COE. The *2020–2021 School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* must be signed and kept in the office of the Division Director of Testing (DDOT). Refer to Appendix A.

3.3 Testing Conditions for Completing Evidence

Evidence collected for the VAAP must be completed, to the extent possible, in the presence of the teacher or other school personnel and under testing conditions. Remove from the site or cover all curricular materials related to the content and test-taking strategies that might influence student performance or provide an unfair advantage when the student is completing work samples, interviews, and other types of evidence. These materials include, but are not limited to: class notes, study guides, graphic organizers, maps, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays. In addition, directions or examples on work samples must not include hints, clueing, or prompts that provide answers or an unfair advantage for the student. Students may not have access to any items not approved for use during testing. These items include, but are not limited to: cell phones, electronic devices including wearable technology, class notes, course content review materials, test-taking strategy reminders, notes, "cheat sheets," textbooks, and other curriculum materials.

3.4 School Division Personnel Roles and Responsibilities

Various school division personnel are responsible for the implementation of the VAAP. However, the primary staff includes a variety of division and school personnel.

Before implementing the VAAP, 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 VAAP.

The DDOT is primarily responsible for the following:

- Assisting special education administrators in communicating information about the VAAP to school personnel and parents;
- Working closely with the Director of Special Education to ensure compliance with the VAAP participation criteria and completion of all required documentation prior to implementation of the VAAP;
- 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 VAAP Collections of Evidence (COE) to the central office for scoring and/or shipping;
- Ensuring that all procedures and guidelines are implemented for submission of COE;
- Coordinating the VAAP local scoring events, audits, and related activities;
- Overseeing the shipment of VAAP collections selected for audit; and
- Distributing reports provided for the VAAP.

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 VAAP. Administrators/ Directors of Special Education are responsible for the following:

- Being familiar with IDEIA, NCLB, ESSA, 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 VAAP is implemented for eligible students according to established guidelines;
- 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 the VAAP COE;
- Ensuring instructional materials are provided for staff responsible for the implementation of the 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, align instruction with the Aligned Standards of Learning (ASOL). Special education teachers should be included in division-wide SOL-related professional development activities and distribution of resources and materials.

School Administrator

The building principal and assistant principals play an important role in ensuring that the implementation of the VAAP is in accordance with state and federal regulations, laws, policies, and guidelines. Any questions that the school administrators have regarding the VAAP are to be directed to the DDOT or Director of Special Education, 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 English learners (ELs). (Refer to the *English Learners: Guidelines for Participation in the Virginia State Assessment Program*), located at:
  http://www.doe.virginia.gov/testing/participation/index.shtml
- Becoming familiar with the information contained in the *VAAP Implementation Manual*, 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 participating in the state assessment program;
- Reviewing the VAAP participation criteria to make informed decisions as the instructional leader of the school;
- Ensuring that all IEP Teams/504 Committees understand VAAP participation criteria and that these criteria are applied appropriately when considering assessment options for students with disabilities;
- 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;
- Ensuring that a process is being implemented for reviewing and monitoring the student's COE;
- Reviewing the contents of the COE prior to submission for scoring; and
- Ensuring that required components are included in each COE 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 VAAP are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the COE to ensure that all Aligned Standards of Learning (ASOL), as appropriate, are addressed. Any questions the School Coordinator has regarding the VAAP are to be directed to the DDOT or Director of Special Education, as appropriate. Additional responsibilities include the following:

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

Teachers of Students Participating in VAAP

Teachers of students participating in the VAAP play a critical role in implementing instructional programs addressing the ASOL and assessing a student's performance. 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 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 or 504 Plan and providing guidance to the IEP Team or 504 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 and video or audio recordings in accordance with the school division policies and procedures;
- Ensuring that the COE reflects 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 is signed appropriately before submitting to the school coordinator and building administrator; and
- Ensuring that the COE is 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 VAAP are to be directed to the School Coordinator.

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. This does NOT mean the paraprofessional or related services providers may design or assemble a COE. 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 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 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, in progress or completed, for 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 or 504 Plan. This information should document the assessment program in which the student is participating.
- The COE should also be requested by the receiving school division.
- The COE (in progress or completed) should be forwarded to the receiving school division. Care should be taken to ensure that all student work samples include:
  - graded work 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, to the extent possible, 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 Report (ATR) 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 VAAP Scores for In-State Transfer Students

Apply the following guidelines for in-state transfer of scores for VAAP:

- If a VAAP student transfers BEFORE scoring occurs, the COE is sent to the receiving school division who submits it for scoring.
- If a 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 student transfers AFTER the 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 VAAP. The DDOT and Directors of Special Education, instructional administrators, 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, and related services personnel and paraprofessionals for implementation of VAAP;
- Reviewing the *School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* and discussing test security procedures;
- Reviewing the participation criteria for VAAP;
- Determining eligibility of students with disabilities for VAAP;
- Reviewing special accommodations;
- Determining the course content to be assessed;
- Reviewing procedures for VAAP;
- Identifying resources for educators for VAAP;
- Identifying resources for parents for VAAP;
- Collecting evidence of students' work;
- Detecting bias or sensitivity issues in preparation of a student's evidence;
- Completing students' work samples, to the extent possible, under testing conditions;
- Preparing evidence of students' work for submission;
- Inspecting evidence of students' work;
- Reviewing the scoring guidelines, procedures, and staff responsibilities for VAAP;
- Ensuring fairness and equity in scoring process;
- Reviewing the VAAP audit process;
- Scoring a VAAP COE that includes evidence for an ASOL previously assessed;
- Submitting a score correction for VAAP;
- Transferring a student's COE to another school division within Virginia during the school year;
- Reviewing and distributing score reports;
- Retaining and disposing of 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 VAAP;
- Reviewing the *School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* and discussing test security procedures;
- Understanding the participation criteria for VAAP;
- Reviewing special testing accommodations;
- Determining eligibility of students with disabilities for VAAP;
- Determining the course content to be assessed;
- Reviewing procedures for VAAP;
- Identifying resources for educators for VAAP;
- Identifying resources for parents about VAAP;
- Collecting evidence of students' work;
- Detecting bias or sensitivity issues in preparation of students' evidence;
- Completing students' work samples, to the extent possible, under testing conditions;
- Preparing evidence of students' work for submission;
- Preparing a student's COE 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 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 VAAP audit process;
- Requesting a score correction for VAAP;
- Tracking procedures for documenting and reporting repeated ASOL previously assessed in VAAP COE;
- Reviewing score reports; and
- Retaining and disposing of VAAP materials according to division guidelines and the Library of Virginia Records Retention and Disposition Schedule (General Schedule 21), effective April 17, 2015.

6. VIRGINIA ALTERNATE ASSESSMENT PROGRAM

6.1 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 *2020–2021 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).

6.2 VAAP Process

The VAAP consists of the following steps:

❶ **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 documents, *VAAP Participation Criteria and the Determination of Significant Cognitive Disabilities* and the *VAAP Participation Criteria Form* to determine eligibility and 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

❷ **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 the *English* 2010 SOL and *Mathematics* 2009 SOL. *Science* and *History*/*Social Science* ASOL are based on the *Science* 2010 SOL and *History*/*Social Science* 2008 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 here to determine the level of performance that is most appropriate for the individual student for each ASOL.

  Level I - The ASOL is demonstrated with <u>significant support and modification</u>.

  - 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 <u>partially</u> 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 are 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.
- The list of ASOL by each content area is available on the Virginia Department of Education's website: **www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml**. Examples of ASOL showing the three performance levels are provided in Appendix C.

❸ Register Students for VAAP in PearsonAccess^{next}

Students participating in VAAP must be registered in PearsonAccess^{next} by May 12, 2021, for the Spring 2021 Administration. School divisions have the option to electronically upload their student assessment records into PearsonAccess^{next} as a Student Registration Import (SRI) file or manually. For more information regarding the Registration Import file refer to the *2020–2021 VAAP SRI File Requirements* available on the PearsonAccess^{next} support page.

❹ 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*).

❺ **Completion of VAAP Content Area Cover Sheet**

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

❻ **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, to the extent possible, under the supervision of the special education teacher or other school personnel and under testing conditions.

6.3 Implement Procedures for the VAAP

For detailed information about VAAP procedures and guidelines and collecting students' work samples, refer to the *2020–2021 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

6.4 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.

6.4.1 Scoring tools

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

6.4.1.1 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.

6.4.1.2 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.

6.4.2 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.

6.4.3 Scoring Rubric

The students' COE are scored against the VAAP Scoring Rubric presented in Table 1.

Table 1. VAAP Scoring Rubric and Rubric Addendum

Rubric Score	Rubric Descriptor	Rubric Addendum
0 **No Evidence**	There is *no evidence* 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 *little evidence* 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 *some evidence* 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 *adequate evidence* 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 *ample evidence* 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 *2020–2021 VAAP Implementation Manual.*

6.4.4 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 *2020–2021 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.ttaconline.org

6.4.5 Scoring considerations

The ASOL for each content area, located in the *2020–2021 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.

6.4.6 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.

6.5 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^{next}.

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 8 of this manual.

7. TESTING STATUS CODES AND REPORTING IRREGULARITIES

7.1 Testing Status

7.1.1 Testing status guidelines

Evidence of student performance is collected and submitted for those students participating in VAAP. The Virginia Testing Status Codes (Table 6) 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 not being submitted. In these situations, if the COE 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 2.

7.1.2 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 6) should be assigned to the student's VAAP COE and entered in PearsonAccess^{next}. 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.
- The DDOT must submit an Irregularity to VDOE for Testing status codes 6, 8, and 15.
- If the testing status for a VAAP COE is **not approved** by the DDOT, the COE should be scored during local scoring events.
- 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 applies the testing status to a VAAP test assignment in PearsonAccess^{next}.

Table 2. VAAP 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 **and** official school attendance record documenting student absences.
3 = English Learner Exempt *Virginia Studies* or *Civics and Economics* and/ or Grade 8 *Writing*	Assigned only to a Grade 3–8 English Learner (EL) with disabilities (dually identified) participating in the VAAP who is determined eligible for a one-time exemption as documented on her/his EL Assessment Participation Plan for: elementary or middle school History/Social Sciences (*Virginia Studies* and *Civics and Economics*) and/or Grade 8 *Writing*.	Determined eligible by the EL Committee and specified in the student's EL 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 VAAP Administrations.	Not Applicable
11 = English Learner *Reading* Exemption	English Learners with disabilities (dually identified) who have attended school in the United States for less than 12 months may receive a one-time exemption for the VAAP *Reading* assessment in grades 3 through 8. This guideline also applies to students arriving from Puerto Rico.	Specified in the student's EL 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 2. VAAP 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.	DDOT submits an irregularity to VDOE summarizing the nature and extent of the inappropriate assistance.
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.	Letter from parent or school official documenting the refusal or IEP or 504 Plan documenting the refusal.

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

7.2 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 EL Assessment Participation Plan.
- A student is provided an accommodation that is not specified in his/her IEP, 504 Plan, or EL Assessment Participation Plan.
- A set of VAAP scores was entered, validated, and submitted in PearsonAccess^{next} under the wrong student's name/STI.
- Instances when a student's score needs to be excluded (Do Not Report).
- Instances when incorrect VAAP scores were entered.

Irregularities for the VAAP 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 VAAP as the Test Source, the Test Level, Test Name, and Test Mode fields are not required.
- In the form field, enter VAAP.

For assistance using TIWAS for entering irregularities, refer to the following TIWAS 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 A.

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: Department of Student Assessment, Accountability, and ESEA Programs, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

8. PREPARATION OF STUDENTS' WORK FOR SHIPPING

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^{next} of the selected collections and the audit date.

8.1 Receive 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 VAAP 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 (Yellow Labels for VAAP Audit Materials)
- Pre-Printed UPS Shipping Labels
- New Return Boxes

8.2 Prepare Collections of Evidence

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.

8.2.1 Use Pre-ID student labels

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

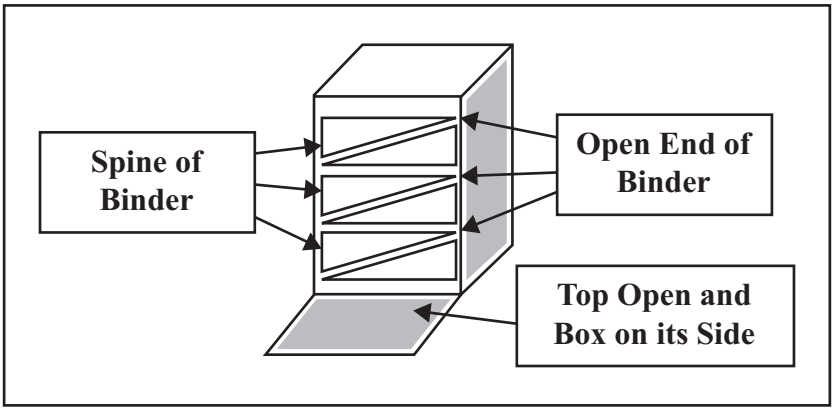
- Place one label on the outside spine of the binder.
- Place a label on each piece of non-paper media.
- In the event that you do not have a sufficient number of pre-printed Pre-ID student labels, make sure that each piece of evidence is clearly labeled with the student's name, date of birth, and the 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.

8.2.2 Package Collections of Evidence for shipping

Use the boxes provided by Pearson to ship the COE for the VAAP Audit Institute 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.

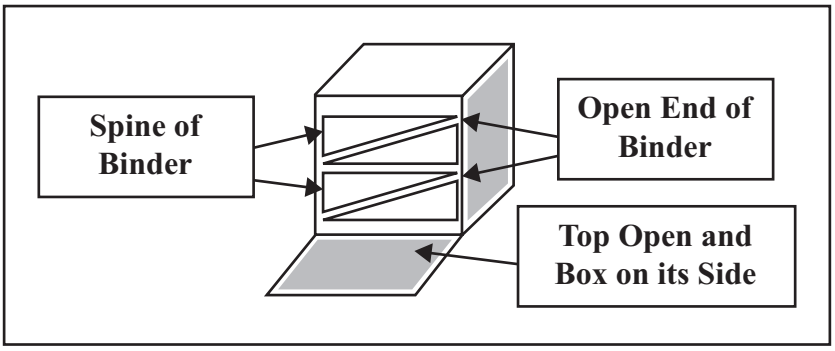
Locate the Material Return Labels and UPS shipping labels provided by Pearson and place one of each on the boxes. If additional shipping materials are needed, contact the Pearson Support Center. To pack 12-inch boxes: Place all binders upright in the box (box on its side) with the spines alternating 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).

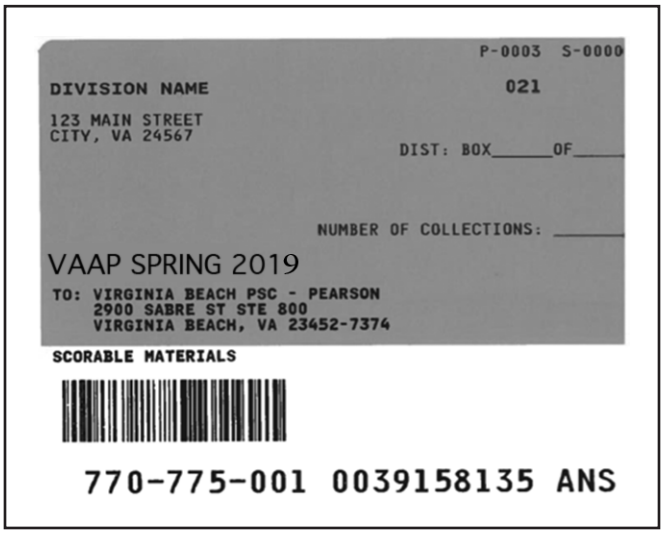
Packing Diagram for 6-inch boxes



Complete the *Material Return Labels* and affix one to the outside of each box of the VAAP COE 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



On the appropriate *Material Return Labels* for 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.

8.3 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;
  - 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.

9. VAAP LOCAL SCORING GUIDE

The students' Collections of Evidence (COE) for 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.

9.1 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.

9.1.1 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."

9.1.2 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 VAAP.
- Estimate the amount of time required to complete the scoring process using the following information.

Collection of Evidence	Approximate Scoring Time
VAAP (Entire COE)	30-40 Minutes

- In considering the scoring timeframe, be mindful of the score entry due dates and the approximate time needed to score a COE for the VAAP.
- Entry of VAAP scores into the Web-based system may occur March 22–May 12, 2021.

9.1.3 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 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 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.

9.1.4 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.

9.1.4.1 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 VAAP scoring rubric is located in Table 5. The VAAP scoring rules are located in Section 6.4.4.
- 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 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.

9.1.4.2 Scorer training topics

Address the training topics listed below as related to the 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

TRAINING TOPICS FOR LOCAL SCORERS
• 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

9.1.5 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
• Copies of the Local Scorer's Guide and Training Sets (Anchor Sets, Practice Sets, Qualification Sets) for each scorer
• VAAP Content Area Worksheets
• Non-Disclosure/Conflict of Interest Agreement for Scoring Events (Appendix E)
• General office supplies such as pens, pencils, tape, paper clips, staplers, etc.
• Calculators
• TV/Video players
• Computers with DVD players
• Any other equipment needed to review student evidence
• The Standards of Learning (SOL) Curriculum Frameworks for *English* (*Reading* and *Writing*), *Mathematics*, *Science*, and *History*/*Social Science*, Depth of Knowledge Categories Based on Bloom's Taxonomy. (These documents should only be used as reference tools.)
• Computer with access to the Internet for online score entry

9.2 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.

9.2.1 Distribute scoring materials

The Scoring Event Coordinator or designee should provide the scorers all materials needed to score the COE as outlined in Section 9.1.5 of this manual. The score entry staff will need a computer with Internet connection to enter scores into the online system.

9.2.2 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 *VAAP Collection of Evidence Master List Form* and the *VAAP Collection of Evidence Transmittal Form* (Appendix E).

9.2.2.1 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 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.

9.2.2.2 Check the Collection of Evidence for completeness

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

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

VAAP

- A signed *Affidavit of Student Performance* verifying that the student independently completed all evidence, to the extent possible, 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 as appropriate; and
- a grade or statement of accuracy, as appropriate.

9.2.3 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 (see Table 5) and scoring rules (Section 7.4.4). 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.

9.2.4 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.

9.2.5 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.

9.2.5.1 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*, VAAP examples.)

9.2.5.2 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*, VAAP content area examples in Appendix F.)

9.2.5.3 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 listed in this section 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 VAAP content area work samples and are located in Appendix F:

- Evidence without an SEI Tag, with a blank SEI Tag, or with an incorrect Level of Performance on the SEI Tag
- Uncaptioned photographs
- 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

9.2.6 Score entry staff

9.2.6.1 User accounts

The Division Director of Testing (DDOT) is responsible for assigning new "User Roles" to current users or adding new users and assigning VAAP User Roles in PearsonAccess^{next}. The following chart summarizes the User Roles and a description of permissions associated with the roles used during the 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-ATR Published Reports	X			
Access to Submitting ATR and Ordering Printed Reports	X			
Access to Post-ATR Published Reports	X			

Key: ATR=Authorization to Report

9.2.6.2 Student registration

All students participating in the VAAP assessment must be registered in PearsonAccess^{next} for the *VAAP 2020–2021 Administration*, assigned to a Group, and assigned to a test or tests. Student registration may be accomplished by submitting a *Student Registration Import* (SRI) file or by registering students into PearsonAccess^{next}. When these steps are completed, a student is registered in the online system.

The Student Registration Import file requirements documents are located on the Support page in PearsonAccess^{next}.

9.2.6.3 Score upload option

School divisions have the option to either electronically upload their VAAP scores as a Score Upload file into the PearsonAccess^{next} 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 Score Upload File Requirements* document in the Resources section of PearsonAccess^{next}.

9.2.6.4 Score entry

Manage Scores allows school divisions to enter the locally assigned VAAP content area scores. Using the VAAP content area 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.

9.2.6.5 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^{next}. 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 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.

9.2.6.6 Incorrect score entry

If the score validation staff determines that a score was entered incorrectly, they may note this on the VAAP content area 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.

9.2.7 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^{next}.

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.

9.3 After the Scoring Event

9.3.1 Enter test accommodations

Entering test accommodations in PearsonAccess^{next} is optional.

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

9.3.2 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 VAAP content area evidence being insufficient to score. For detailed information, refer to Section 7.1, *Testing Status*.

9.3.3 Audit reports posted in PearsonAccess^{next}

An Audit Selection Report and Audit Student Roster Extract will be posted in PearsonAccess^{next} and will identify randomly selected COE for VAAP audits. The audit reports can be accessed in PearsonAccess^{next} 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 9, *Preparation of Students' Work for Shipping*.

9.3.4 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 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.

9.3.5 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 8.2). Virginia Department of Education assessment staff will communicate with the DDOT regarding the requirements for resolution.

2020–2021 School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program

All individuals who may be involved in the administration of the Virginia Alternate Assessment Program (VAAP) to include collection development, monitoring, and pre-scoring MUST read, understand, and agree to adhere to the following:

1. All evidence submitted for the VAAP, to the extent possible, must be completed solely by the student under secure testing conditions and under the supervision of a teacher or other school personnel.
2. All persons are prohibited from providing students with answers, suggesting how to respond, or influencing student responses while the student is completing evidence to be submitted for the VAAP. Prohibited actions include, but are not limited to, providing clues or hints, providing reminders of instructional or testing strategies and content, prompting students to correct or check/recheck specific work, permitting access to curricular materials (e.g., textbooks, electronic resources, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.) or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's work.
3. All evidence submitted for the VAAP, to the extent possible, is considered confidential testing material and must be administered under testing conditions and maintained in a secure manner.
4. All VAAP assessments must be administered, to the extent possible, strictly in accordance with the instructions provided in the implementation and administration manuals.
5. All persons are prohibited from altering student evidence in any manner. Prohibited actions include, but are not limited to, erasing or deleting student evidence, changing student evidence, or providing evidence.

I acknowledge that I will be involved in the administration of the VAAP assessment in my school division. I also acknowledge that I have read, understand, and agree to adhere to all elements of this *School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* and the following:

1. I understand that the VAAP assessment is 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.
2. I have read the legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests and § 22.1–292.1 Violations related to secure mandatory tests).
3. All known or suspected violations of VAAP test security shall be reported to appropriate school division personnel or to the Virginia Department of Education. To contact the Virginia Department of Education to report a known or suspected violation, call student assessment staff at (804) 225-2102, or mail details to Department of Student Assessment, Accountability, and ESEA Programs, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

Please be sure to sign and return the *School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* to the appropriate test administrator.

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

General Assembly Legislation

Please read legislation passed by the Virginia General Assembly (§ 22.1–19.1 Action for violations related to secure mandatory tests) regarding the repercussions of violating test security.

§ 22.1-19.1. Action for violations related to secure mandatory tests.

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.

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 (§ 22.1–292.1 Violations related to secure mandatory tests) regarding repercussions of violating test security.

§ 22.1-292.1. Violation of test security procedures; revocation of license.

A. The Board of Education may (i) issue a written reprimand to or (ii) suspend or revoke the administrative or teaching license of any holder of a Board-issued administrative or teaching license 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; or
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.

2020–2021 School Division Affidavit for the Virginia Alternate Assessment Program

Directions: If any students in your school division participated in the 2020–2021 Virginia Alternate Assessment Program (VAAP), submit the *School Division Affidavit for the Virginia Alternate Assessment Program* at the end of the VAAP test administration. The Division Director of Testing (DDOT) and the school division Superintendent must sign and date this affidavit.

Scan and email this affidavit no later than June 21, 2021:

To: Virginia Department of Education
Office of Student Assessment
Email: Student_Assessment@doe.virginia.gov

School Division Name: _____

I. School Division Personnel Test Security Agreement. (Choose one).

❑ I certify that, to my knowledge, no one in the school division has violated the *School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program*.

OR

❑ I certify that I am aware of one or more violations of the *School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program*. All violations have been reported to the Virginia Department of Education's Office of Student Assessment.

II. Scoring of VAAP Collections of Evidence (Choose one).

❑ I certify that all participating scorers received the appropriate scorer training and no violations to the *Scorer's Agreement or the Non-Disclosure/Conflict of Interest Agreement for Scoring Events* occurred.

OR

❑ I certify that I am aware of one or more violations of the *Scorer's Agreement* or the *Non-Disclosure/Conflict of Interest Agreement for Scoring Events*. All violations have been to the Virginia Department of Education's Office of Student Assessment.

DDOT Name (printed or typed):	**DDOT's Signature:**	**Date:**
Division Superintendent Name (printed or typed)	**Division Superintendent's Signature:**	**Date:**

Reporting Violations

All persons who are responsible for collecting, reviewing, scoring, or handling the Collection of Evidence (COE) or related confidential student education records, or persons otherwise authorized to have access to the COE 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 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: Department of Student Assessment, Accountability, and ESEA Programs, 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 Department of Student Assessment and ESEA Programs.

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 *2020–2021 VAAP Content Area Cover Sheet* for each content area being submitted and a completed and signed *2020–2021 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 7 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^{next} 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.

2020–2021 VAAP Content Area Cover Sheet

Directions: A separate *Content Area Cover Sheet* is required for each content area submitted in the Collection of Evidence. The content areas of *Reading, Writing, Mathematics* and *Science* require the Level of Performance to be indicated in the column provided. The content area of *History/Social Science* does not require the Level of Performance.

Student Name: _____

State Testing Identifier (STI): _____ **Grade:** _____

School Division Name: _____ **School Name:** _____

Content Area (Select only one): ☐ *Reading* ☐ *Writing* ☐ *Mathematics* ☐ *Science* ☐ *History/Social Science*

Reporting Category	**Aligned Standard of Learning (ASOL) and Bullet (if applicable)**	**Level of Performance Indicate Level I, II, or III** For the content areas of *Reading, Writing, Mathematics*, and *Science* only

2020–2021 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, and to the extent possible, 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, to the best of my knowledge and to the extent possible:

- 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 A 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	

2020–2021 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**
☐	**1**	Use word analysis strategies and word reference materials		
☐	**2**	Demonstrate comprehension of fictional texts		
☐	**3**	Demonstrate comprehension of nonfiction texts		

Writing			**ASOL Defended**	**Level of Performance**
☐	**1**	Research, plan, compose, and revise for a variety of purposes		
☐	**2**	Edit for correct use of language, capitalization, punctuation, and spelling		

Grades 3–8 Mathematics			**ASOL Defended**	**Level of Performance**
☐	**1**	Number, Number Sense, Computation and Estimation		
☐	**2**	Measurement and Geometry		
☐	**3**	Probability, Statistics, Patterns, Functions, and Algebra		

High School Mathematics			**ASOL Defended**	**Level of Performance**
☐	**1**	Expressions and Operations		
☐	**2**	Equations and Inequalities		
☐	**3**	Functions and Statistics		

Grade 5 Science			**ASOL Defended**	**Level of Performance**
☐	**1**	Scientific Investigation		
☐	**2**	Force, Motion, Energy, and Matter		
☐	**3**	Life Processes and Living Systems		
☐	**4**	Earth/Space Systems and Cycles		

Grade 8 Science			**ASOL Defended**	**Level of Performance**
☐	**1**	Scientific Investigation		
☐	**2**	Force, Motion, Energy, and Matter		
☐	**3**	Life Systems		
☐	**4**	Ecosystems		
☐	**5**	Earth and Space Systems		

High School Science			ASOL Defended	Level of Performance
☐	**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		

History and Social Science			ASOL Defended	Level of Performance
☐	**1**	History		
☐	**2**	Geography		
☐	**3**	Economics		
☐	**4**	Civics		

2. VAAP Content Area Cover Sheet

☐	A VAAP cover sheet has been included for each content area included within the student's COE.

3. *2020–2021 VAAP Affidavit of Student Performance*

☐	Signed affidavit is included.
☐	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.).
☐	The Building Principal or designee has reviewed the collection and signed the affidavit.

4. Student Evidence Identification (SEI) Tag

☐	SEI Tags have been placed on every piece of evidence to be scored.
☐	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 *Reading*, *Writing*, *Mathematics*, and *Science*.

5. Other Required Forms

☐	All division-required forms have been included in the collection.
☐	If an Interpreter was used, the signed *Interpreter's Affidavit* is included in the COE.

6. Evidence

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

7. Media (Photographs, Video, Audio)

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

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

9. Other Recommended Steps

☐	The student's COE has been shared with fellow teachers for input.
☐	Division or school administrator has reviewed the student's COE for accuracy and completion.
☐	Pre-scoring team has reviewed the student's COE for accuracy and completion.

Notes

2020–2021 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 *Affidavit of Student Performance* 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 *Interpreter's Affidavit* 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:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	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:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	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:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:

Date: **Items to Review:**	**Student 1:**	**Student 2:**	**Student 3:**	**Student 4:**	**Student 5:**
All reporting categories for **High School *Mathematics*** have been addressed: **1** Expressions and Operations **2** Equations and Inequalities **3** Functions and Statistics	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for **Grade 5 *Science*** have been addressed: **1** Scientific Investigation **2** Force, Motion, Energy, and Matter **3** Life Processes and Living Systems **4** Earth/Space Systems and Cycles	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for **Grade 8 *Science*** have been addressed: **1** Scientific Investigation **2** Force, Motion, Energy, and Matter **3** Life Systems **4** Ecosystems **5** Earth and Space Systems	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for **High School *Science*** have been addressed: **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:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:
All reporting categories for ***History/Social Science*** have been addressed: **1** History **2** Geography **3** Economics **4** Civics	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:	Missing Reporting Categories:

2020–2021 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 *Reading*, *Writing*, *Mathematics*, and *Science*.					
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, to the extent possible, 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 here, 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-Mg 2(a) The student will draw or classify and recognize basic two-dimensional geometric shapes without a model (circle, triangle, rectangle/square).

Level I — Demonstrated with significant support and modification
The student will compare shapes, when given manipulatives, to indicate two shapes are the same after matching the sides on each.

Level II — Demonstrated partially
The student will draw and recognize basic two-dimensional geometric shapes.

Level III — Fully demonstrated
The student will draw or classify and recognize two-dimensional geometric shapes without a model.

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.

2020–2021 Testing Status Assignment Request Form

Directions: After review of student information and testing status criteria for the VAAP, the following testing status is requested for the student in the content area(s) listed below. The Principal must submit this form to the Division Director of Testing.

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	EL Exempt VA Studies, C&E, or Writing	
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	EL Exempt Reading	
15	Inappropriate Assistance (requires VDOE Approval)	
50	Student Refusal	
51	Parent Refusal	

The following supporting documentation is attached:

____ Official Student Attendance Record

____ Current IEP or 504 Plan

____ Current EL Assessment Participation Plan

____ Student Performance Report

____ Letter from School Official

____ Incomplete COE

____ Incomplete CWC

____ Letter/Medical Report

Principal _____ Date _____

❑ **Approved for the following code:** _____

❑ **Denied for the following reason:** _____

DDOT _____ **Date** _____

Note: The DDOT must submit an Irregularity to the Virginia Department of Education (VDOE) to explain the Testing status of 6, 8, and 15. Do not submit this form to VDOE.

2020–2021 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 assessments must be securely maintained in the Office of the Division Director of Testing. **Signed affidavits for the VAAP 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 2020 ☐ Spring 2021 ☐ Summer 2021

Test Type (check all that apply): ☐ SOL ☐ VAAP

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

☐ History/Social Science ☐ Mathematics

☐ Reading ☐ Science ☐ 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 <u>not</u>:

- 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

All persons participating in the scoring events for the Virginia Alternate Assessment Program (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 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 H.)
- 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 H.)
- 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 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 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 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 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.

This page may be photocopied.

- 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 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 VAAP.
- Discuss confidential student education records related to the 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 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 VAAP or related confidential student education records;
- Reproduce, electronically or otherwise, in whole or in part, any VAAP and related confidential student education records;
- Use my access to 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 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 Department of Student Assessment, Accountability, and ESEA Programs procedures for maintenance of 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 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 2021 VAAP Collection of Evidence Master List Form

School Division: _____

Directions: Provide the following information for **each** Collection of Evidence submitted for scoring.

Student Name	State Testing Identifier	Scoring Group	Content Area(s) Submitted				
			Reading	*Writing*	*Math*	*Science*	*History*

Spring 2021 VAAP Collection of Evidence Transmittal Form

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 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 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 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 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.

2020–2021 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 VAAP instructional resources and staff development activities for the next school year.

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

Based on your scoring experience for the 2020–2021 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.

_____
_____
_____
_____

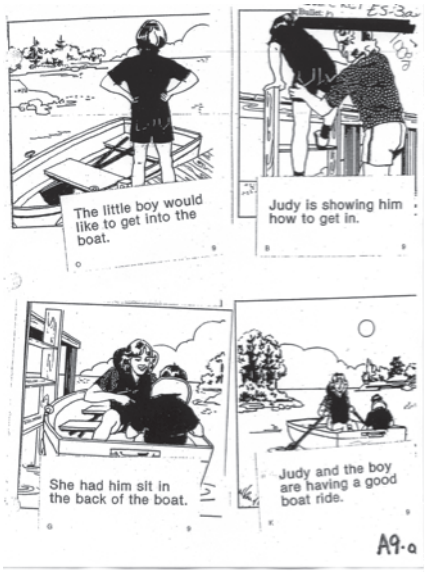
6. Additional comments.

_____
_____
_____
_____
_____
_____

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.

ASOL 5E-CN 1	The student will *c) identify the beginning, middle, and end of a nonfiction text with a clear sequential structure.*



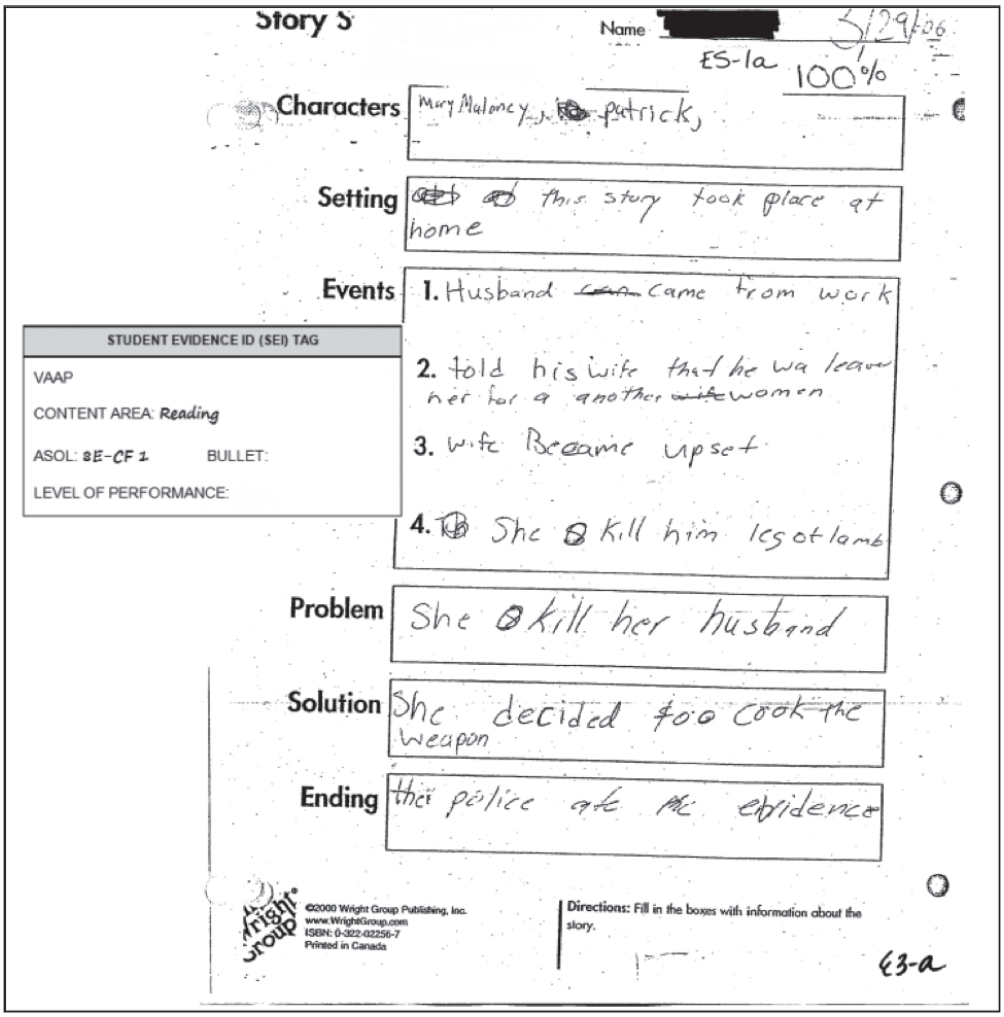
NOTE: There is no evidence that the student has demonstrated the skills and knowledge stated in the SOL. Although the evidence may be valid, the teacher has not graded the paper or noted the correctness of each response/answer. The pictures appear to be in sequence, but the scorer cannot be certain since 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.

VAAP Grade 8 *Reading*

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


Story 5

Name [redacted] 5/29/06

ES-1a 100%

Characters: Mary Maloney, patrick,

Setting: this story took place at home

Events:
1. Husband came from work
2. told his wife that he wa leave her for a another women
3. wife Became upset
4. She Kill him legs of lamb

Problem: She 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:

©2000 Wright Group Publishing, Inc.
www.WrightGroup.com
ISBN: 0-322-02256-7
Printed in Canada

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

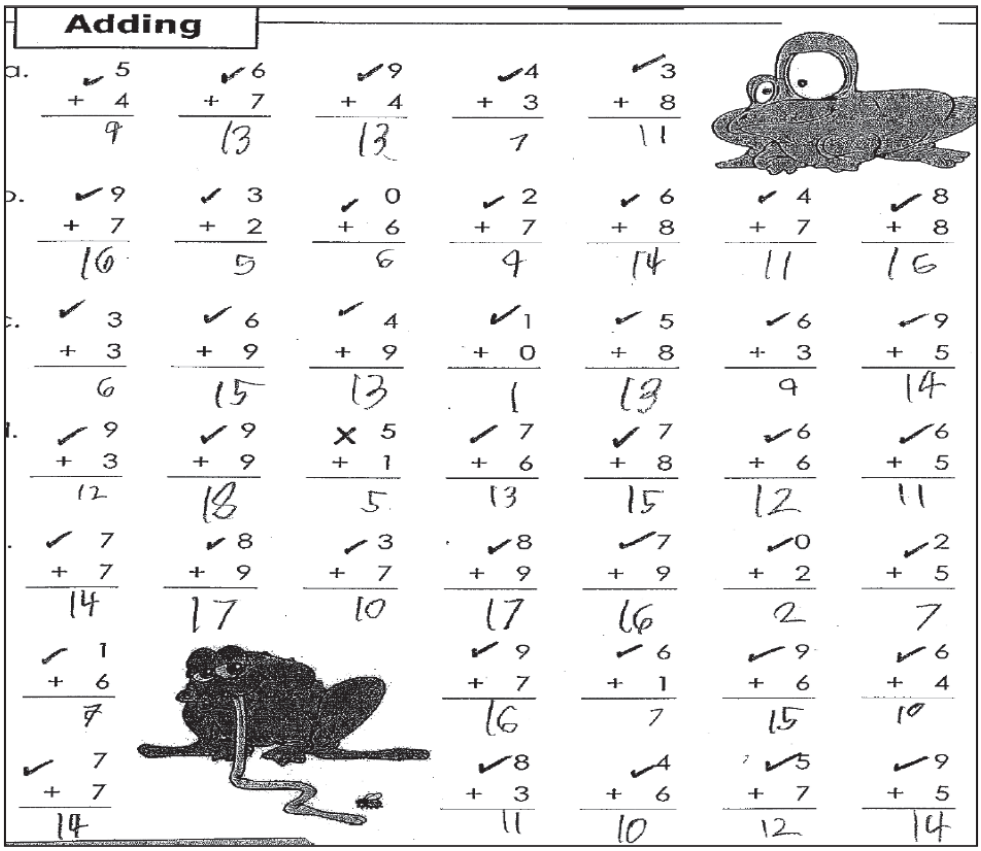
43-a

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

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.	✓ 5 + 4 = 9	✓ 6 + 7 = 13	✓ 9 + 4 = 13	✓ 4 + 3 = 7	✓ 3 + 8 = 11	
b.	✓ 9 + 7 = 16	✓ 3 + 2 = 5	✓ 0 + 6 = 6	✓ 2 + 7 = 9	✓ 6 + 8 = 14	✓ 4 + 7 = 11	✓ 8 + 8 = 16
c.	✓ 3 + 3 = 6	✓ 6 + 9 = 15	✓ 4 + 9 = 13	✓ 1 + 0 = 1	✓ 5 + 8 = 13	✓ 6 + 3 = 9	✓ 9 + 5 = 14
d.	✓ 9 + 3 = 12	✓ 9 + 9 = 18	✗ 5 + 1 = 5	✓ 7 + 6 = 13	✓ 7 + 8 = 15	✓ 6 + 6 = 12	✓ 6 + 5 = 11
e.	✓ 7 + 7 = 14	✓ 8 + 9 = 17	✓ 3 + 7 = 10	✓ 8 + 9 = 17	✓ 7 + 9 = 16	✓ 0 + 2 = 2	✓ 2 + 5 = 7
	✓ 1 + 6 = 7			✓ 9 + 7 = 16	✓ 6 + 1 = 7	✓ 9 + 6 = 15	✓ 6 + 4 = 10
	✓ 7 + 7 = 14			✓ 8 + 3 = 11	✓ 4 + 6 = 10	✓ 5 + 7 = 12	✓ 9 + 5 = 14

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 PHOTOGRAPH

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.

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.

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 the VAAP must be clear. Cases in which the contribution of the 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.

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;*

STUDENT EVIDENCE ID (SEI) TAG

VAAP

CONTENT AREA: *Math*

ASOL: *HSM-EI 3* BULLET: *a*

LEVEL OF PERFORMANCE: *II*

Anecdotal Record – Observation

16

Student (full name):

Date and Testing Setting: 03-04-13, classroom, large group

Grade/Statement of Accuracy: 0 out of 1 correct

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):

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.

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.

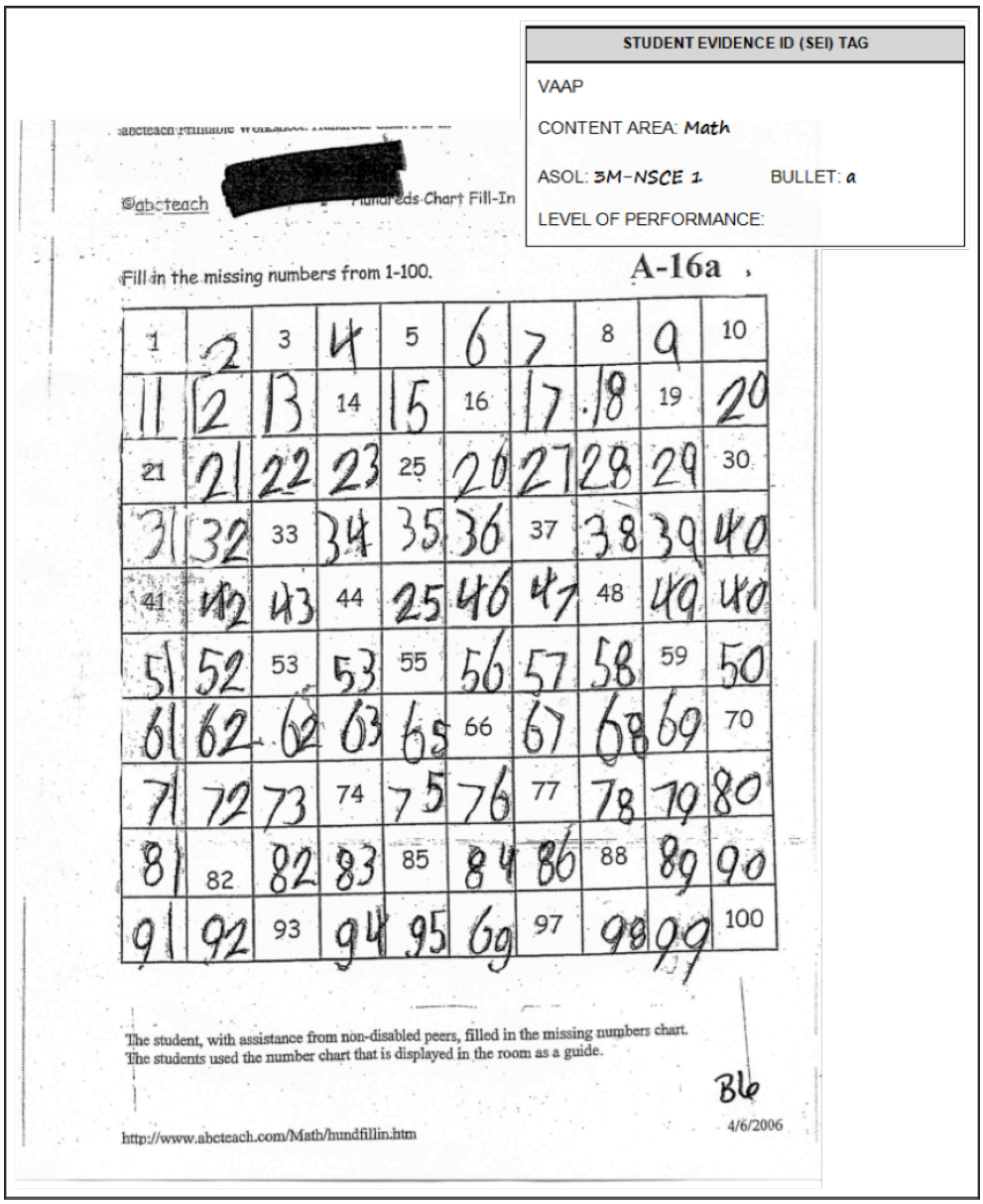
NOTE: This observation or anecdotal record describes a group activity and the achievement of the individual student participating in the VAAP is not noted. The scoring rule that requires the contribution of the student to be clearly identified in a group activity has been violated. Therefore this piece 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.

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	21	22	23	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	25	46	47	48	49	40
51	52	53	53	55	56	57	58	59	50
61	62	62	63	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	82	83	85	84	86	88	89	90
91	92	93	94	95	69	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.

B6

http://www.abcteach.com/Math/hundfillin.htm 4/6/2006

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.

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