



# Implementation Manual

## **2018–2019**



**2018–2019 VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)  
ADMINISTRATION SCHEDULE**

|                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | January 2 – May 15, 2019 | Register students for 2018 VAAP Collection of Evidence (COE) submissions |
| <input type="checkbox"/> | March 25 – May 15, 2019  | VAAP COE score entry   |
| <input type="checkbox"/> | April 1, 2019            | Preliminary reports become available (Non-Audited COE only)              |
| <input type="checkbox"/> | May 31, 2019             | Shipping materials for COE selected for audit arrive in divisions        |
| <input type="checkbox"/> | June 5, 2019             | Deadline to ship VAAP COE selected for audit to Pearson                  |
| <input type="checkbox"/> | June 7, 2019             | Due date for VAAP COE selected for audit to arrive at Pearson            |
| <input type="checkbox"/> | July 8, 2019             | All VAAP scores are reported in the student data extract                 |
| <input type="checkbox"/> | July 12, 2019            | Deadline for COE score correction requests                               |
| <input type="checkbox"/> | July 26, 2019            | Audited COE returned to divisions  |



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## WHAT'S NEW FOR 2018–2019

Please note that for the 2018–2019 school year, students participating in the VAAP in *Mathematics* will submit their collection of evidence based on the 2009 Aligned Standards of Learning (ASOL).

The Aligned Standards of Learning (ASOL) have been removed from this manual and are only available on the Virginia Department of Education website at [www.doe.virginia.gov/testing/alternative\\_assessments/vaap\\_va\\_alt\\_assessment\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml).

## IMPORTANT REMINDERS FOR 2018–2019

### ***Virginia Alternate Assessment Program (VAAP) Implementation Manual***

- The *VAAP Implementation Manual* is a guide primarily for teachers preparing Collections of Evidence for students with disabilities who are participating in the VAAP. Ensure that only the *2018–2019 VAAP Implementation Manual*, forms, and checklists in the Appendices are used in conjunction with 2018–2019 submissions. All previous years' VAAP manuals, forms, and checklists should be destroyed.

### **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 Aligned Standards of Learning (ASOL) have been identified for each content area. The ASOL provide students with significant cognitive disabilities access to Standards of Learning (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 website:

**[www.doe.virginia.gov/testing/alternative\\_assessments/vaap\\_va\\_alt\\_assessment\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml)**



## IMPORTANT REMINDERS FOR 2018–2019, continued

### VAAP Evidence

- 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 *2018–2019 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 VAAP Collection of Evidence. The *2018–2019 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).
- Evidence collected for the VAAP must be completed in the presence of the teacher or other school personnel and under “testing conditions” in which the student does not have access to the subject content or curriculum, hints, clueing, prompts, or test taking strategies that would provide an unfair advantage (Section 5.2).
- 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 (Section 5.3.4).
- 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 (Section 5.3.1).

### Local Scoring of VAAP Collections

- Local school divisions will score their VAAP Collections of Evidence (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.

## IMPORTANT REMINDERS FOR 2018–2019, continued

### High School VAAP Submission Schedule

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

### Procedures for Reporting Irregularities and Violations

- Irregularities for the VAAP must be reported to the Virginia Department of Education as directed by the DDOT using the *Testing Irregularity Web Application System* (TIWAS).
- The VAAP 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. Please read the legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1 in Appendix E.

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

# 1. VIRGINIA ALTERNATE ASSESSMENT PROGRAM DESCRIPTION

The Virginia Alternate Assessment Program (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. Students who are eligible to participate in the VAAP are required to demonstrate individual achievement of academic skills in the Aligned Standards of Learning (ASOL). 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](http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml).

## 2. ELIGIBILITY FOR VAAP

Applying VAAP participation criteria, the Individualized Education Program (IEP) Team examines how the student with significant cognitive disabilities accesses content and demonstrates his or her knowledge and skills. For VAAP participation criteria, refer to the *Students with Disabilities: Guidelines for Assessment Participation* located on the Virginia Department of Education website at:

[www.doe.virginia.gov/testing/participation/index.shtml](http://www.doe.virginia.gov/testing/participation/index.shtml)

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

[www.doe.virginia.gov/testing/alternative\\_assessments/vaap\\_va\\_alt\\_assessment\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml)

## 3. SCHOOL DIVISION RESPONSIBILITIES FOR THE VAAP

Many school division personnel are responsible for the implementation of the VAAP. These include:

- Division Director of Testing (DDOT)
- School Administrator
- Special Education Teacher
- Director of Special Education
- School Coordinator
- Interpreters

A brief explanation of the roles and responsibilities of each of these persons 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, the Virginia Department of Education, and Pearson. The DDOT has division-wide responsibility for implementation of VAAP requirements and procedures and the dissemination of VAAP reports.

### Director of Special Education

In addition to being familiar with VAAP requirements and procedures, the Director of Special Education must identify and address the professional development and support needs of special education and related services personnel involved in the VAAP Collection of Evidence (COE)

process. The Director of Special Education and the DDOT are encouraged to share responsibilities for planning and ensuring that appropriate training and materials are provided to teachers and all other division staff responsible for the implementation of the VAAP.

### **School Administrator**

The School Administrator, particularly the building principal, plays an important role in ensuring that the IEP Teams understand the VAAP participation criteria and apply them appropriately when considering students with disabilities for the VAAP. In addition, the principal is responsible for the implementation of a process for reviewing and monitoring students' COE.

### **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 the Aligned Standards of Learning are addressed. Any questions the School Coordinator has regarding the VAAP are to be directed to the DDOT or Director of Special Education.

### **Special Education Teacher**

The special education teacher is responsible for implementing the VAAP guidelines according to the procedures contained in this manual. Other staff members, including paraprofessionals, general education teachers, and related services personnel may assist the special education teacher in providing instruction and collecting evidence. The remaining sections of this manual contain more specific information about the teacher's duties and responsibilities for the VAAP. The special education teacher is responsible for overseeing and/or selecting appropriate ASOL, providing effective instruction, and collecting evidence of student achievement. Any questions the special education teacher 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). 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).

## 4. ALIGNED STANDARDS OF LEARNING

### 4.1 Organization of the Aligned Standards of Learning

The VAAP is available to students with significant cognitive disabilities in the following content areas:

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

Appropriate standards have been identified for each content area. These content standards are referred to as *Aligned Standards of Learning* (ASOL). The ASOL provide students, with significant cognitive disabilities, access to Standards of Learning (SOL) content that has been reduced in complexity and depth. ASOL for *Reading*, *Writing*, *Mathematics*, and *Science* are organized by grade level, whereas *History/Social Science* is organized by school group (elementary, middle, and high). All content areas include strands called Reporting Categories. The ASOL Reporting Categories address related content or skills and correspond to the SOL Reporting Categories. For example, a Reporting Category for *Mathematics* is *Computation and Estimation*. Each of the ASOL in this Reporting Category addresses computation or estimation using addition, subtraction, multiplication, or division. 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](http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml).

### 4.2 Format of the Aligned Standards of Learning

The format of most ASOL begins with a stem statement followed by related sub-statements referred to as bullets. The stem may be a simple phrase, such as, *The student will . . .* or a more complex statement like the one listed below.

**HSS-EMP 3 *The student will investigate and understand geologic processes including plate tectonics, Key concepts include***

- a) *geologic processes and their resulting features;*
- b) *tectonic processes*

If an ASOL has multiple bullets, the student must show evidence of the stem and one of the bullets. For example, if **Science ASOL HSS-EMP 3** is selected, the student must defend the **stem** statement and **one** of the bullets, a) or b).

### 4.3 Selecting the Aligned Standard of Learning to be Assessed for *Reading, Writing, Mathematics, and Science*

The following steps provide a general framework for selecting ASOL to be evidenced in a student's Collection of Evidence (COE) for *Reading, Writing, Mathematics, and Science*.

- Identify the grade level of the student's enrollment.
- Identify the content areas that are assessed by the school division for students without disabilities at this grade level. Students participating in the VAAP in grades 3–8 are required to submit COE in the content areas assessed for non-disabled students at the same grade level. High school students participating in the VAAP are required to submit a COE in the content areas of *Reading, Writing, Mathematics, Science, and History/Social Science*.
- Examine the content area and the ASOL for the grade level being considered. Choose a grade level ASOL from each reporting category listed for the specific content area assessed. A grade level number "5," "8," or "HS" (for High School), precedes the ASOL code, for example 5S-SI 1, indicates a grade 5 level ASOL for *Science*, in the Reporting Category of Scientific Investigation. 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 in Section 4.3.1, determine the performance level that is most appropriate for the individual student for each ASOL.

Examples of ASOL showing the three performance levels are provided in Section 4.3.2.

- Provide instruction throughout the year on the selected ASOL and gather evidence under testing conditions that demonstrates the student's knowledge and skills. A variety of instructional resources including instructional strategies and lesson plans are available at:

[www.ttaconline.org](http://www.ttaconline.org)

#### 4.3.1 Select Performance Levels Appropriate for the Student

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

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

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

***Level II – The ASOL is partially demonstrated.***

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

***Level III – The ASOL is fully demonstrated.***

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

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

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

## 4.3.2 Performance Level Examples for *Reading, Writing, Mathematics, and Science*

### **Reading Performance Level Examples**

#### Elementary

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

**Level I – Demonstrated with significant support and modification**

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

**Level II – Demonstrated partially**

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

**Level III – Fully demonstrated**

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

#### Middle School

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

**Level I – Demonstrated with significant support and modification**

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

**Level II – Demonstrated partially**

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

**Level III – Fully demonstrated**

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

#### High School

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

**Level I – Demonstrated with significant support and modification**

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

**Level II – Demonstrated partially**

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

**Level III – Fully demonstrated**

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



## Writing Performance Level Examples

### Middle School

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

***Level I – Demonstrated with significant support and modification***

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

***Level II – Demonstrated partially***

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

***Level III – Fully demonstrated***

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

### High School

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

***Level I – Demonstrated with significant support and modification***

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

***Level II – Demonstrated partially***

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

***Level III – Fully demonstrated***

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

# Mathematics Performance Level Examples

## Elementary School

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

**Level I – Demonstrated with significant support and modification**

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

**Level II – Demonstrated partially**

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

**Level III – Fully demonstrated**

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

## Middle School

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

**Level I – Demonstrated with significant support and modification**

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

**Level II – Demonstrated partially**

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

**Level III – Fully demonstrated**

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

## High School

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

**Level I – Demonstrated with significant support and modification**

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

**Level II – Demonstrated partially**

The student will answer questions about a simple graph.

**Level III – Fully demonstrated**

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

# Science Performance Level Examples

## Elementary School

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

**Level I – Demonstrated with significant support and modification**

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

**Level II – Demonstrated partially**

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

**Level III – Fully demonstrated**

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

## Middle School

**Grade 8: 8S-ECO 2(d)** The student will investigate and understand that organisms within an ecosystem are dependent on one another and on nonliving components of the environment. Key concepts include energy flow in food webs and energy pyramids.

**Level I – Demonstrated with significant support and modification**

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

**Level II – Demonstrated partially**

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

**Level III – Fully demonstrated**

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

## High School

**High School: HSS-EMP 2(a)** The student will investigate and understand the rock cycle as it relates to the origin and transformation of rock types and how to identify common rock types based on mineral composition and textures. Key concepts include igneous rocks.

**Level I – Demonstrated with significant support and modification**

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

**Level II – Demonstrated partially**

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

**Level III – Fully demonstrated**

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

#### 4.4 Selecting the Aligned Standard of Learning to be Assessed for *History/Social Science*

- The *History/Social Sciences* ASOL are organized into three groups. The student's grade level of enrollment determines the student's group:

| Grade-Level        | Group         |
|--------------------|---------------|
| Grades 4 or 5      | Elementary    |
| Grades 6, 7, or 8  | Middle School |
| Grades 9,10, or 11 | High School   |

- Each *History/Social Science* group consists of four reporting categories: *History*, *Geography*, *Economics*, and *Civics*. Select one ASOL from each Reporting Category. Provide instruction throughout the year on the selected ASOL and gather evidence under testing conditions that demonstrates the student's knowledge and skills.
- VAAP participants are required to submit COE in *History/Social Science* at the same grade level as non-disabled students. For example, if the school division administers the Content Specific History SOL assessment, *Virginia Studies*, 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.

## 5. COLLECTION OF EVIDENCE

The VAAP provides the student the opportunity to demonstrate what he or she knows through a non-traditional method of testing. By completing products and work samples that demonstrate his/her understanding or skill, under testing conditions, the student proves that he/she knows the content. The collection of student work samples is called the Collection of Evidence (COE).

The 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 COE, or persons otherwise authorized to have access to the COE, must ensure 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 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 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.

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 *2018–2019 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 VAAP Collection of Evidence. The *2018–2019 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 E.

## 5.1 Components of a Collection of Evidence

A Collection of Evidence (COE) that is submitted for scoring to the local school division must contain the following components in this order:

- ① A signed *2018–2019 VAAP Affidavit of Student Performance* that ensures that all the work samples included in the COE were completed independently by the student, 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 (Appendix C);
- ② If an Interpreter was used, the signed *Interpreter’s Affidavit* is included in the COE (Appendix C);
- ③ Any locally required documentation (e.g., participation criteria forms, tracking forms);
- ④ A *2018–2019 VAAP Content Area Cover Sheet* for each content area assessed within the COE (Appendix B); and
- ⑤ Evidence that demonstrates individual achievement on ASOL selected from each reporting category for a specific grade level and content area.

## 5.2 Selecting Evidence of Student Achievement

The selection of evidence used to demonstrate student performance on the ASOL is the responsibility of the student and submitting teacher. Evidence should be viewed from a

qualitative, not quantitative, perspective. Evidence submitted should clearly demonstrate the level of competency the student has in regard to each ASOL being defended. All evidence submitted must have been completed under testing conditions by the student in the presence of a teacher or other school personnel.

All materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage when the student is completing evidence must be covered or removed from the testing site. These materials include, but are not limited to, class notes, study guides, charts, posters, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays. In addition, directions or examples for 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 or use during testing. These items include, but are not limited to: cell phones, electronic devices including wearable technology (not approved as an accommodation), class notes, “cheat sheets,” textbooks, and other curriculum materials.

All evidence in the COE is secure testing material and must be maintained in a secure manner.

### **5.3 Include Varied Types of Evidence**

The student and teacher may submit as many different types of evidence as necessary to demonstrate the student’s individual achievement.

Anecdotal records, interviews, and other evidence that are “observations” of student skills and/or knowledge should be written in such a manner that the scorer can determine the level of individual achievement of the ASOL demonstrated. A statement of accuracy or grade must be included. Evidence such as work samples, tests, and quizzes must be graded so that correct and incorrect answers are clearly identified. The grades may be a letter grade, a numerical grade, or an evaluative comment as determined appropriate by the teacher.

The various types of student evidence are described in the following pages. In addition to each description, critical information is provided in the *Tips for Teachers*.

#### **5.3.1 Work Sample**

A work sample submitted in the COE must demonstrate that the student was able to complete the work independently under direct supervision of a teacher or other school personnel. The work sample should demonstrate knowledge and/or skills addressed in the ASOL. Work samples may include worksheets, tests, quizzes, writing samples, and any other student-generated work. All work samples must be completed under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. 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.

### **Tips for Teachers**

- All work must be graded so that the student's proficiency on the content is clear. Correct and incorrect answers should be indicated. Grades may be a letter grade, a numerical grade, or an evaluative comment as determined appropriate by the teacher.
- Care must be given to ensure that the work sample(s) address all the concepts stated in the ASOL, including the stem and one bullet, as appropriate.

### **5.3.2 Audio**

A student may submit an audio in the COE. For example, an audio may be submitted with the student answering questions about a specific topic, reading a selection, or describing a procedure. The audio must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to read questions on the audio, but the evidence on the audio must be completed under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. Responses should be the student's alone without the use of note cards or cue sheets. The audio must include a statement of accuracy describing the student's level of achievement on the ASOL being defended.

### **Tips for Teachers**

- A signed release form that grants permission to record a student's voice is required before including the audio in the COE. The signed release form should be maintained on file in the school division.
- Check with your School Coordinator to determine the required format(s) for audio.
- Include a transcript of the audio with a completed Student Evidence Identification (SEI) Tag. This strategy is an excellent safeguard if the audio equipment breaks or malfunctions.
- State the ASOL number and description on the audio prior to the portion of the recording with the student evidence.
- If the audio demonstrates multiple standards, SEI Tags can be listed on a separate sheet of paper. If available, use the storage media's "counter" to reference the specific standards.
- Audio recordings containing more than one voice should indicate the portions belonging to the student.
- Place an SEI Tag on the audio case and write the information from the SEI Tag on the audio tape/video tape/flash drive/floppy disk/CD/DVD.

### 5.3.3 Video

A student may submit a video in the COE. For example, the video may contain an interview of the student on a specific topic or show the student performing a specific skill. If a video is used for multiple ASOL, include a list using the counter. A video must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to be on the video to ask questions or provide appropriate supports. The evidence must be completed under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. A transcript of the video should be included. The video must include a statement of accuracy describing the student's level of achievement on the ASOL.

#### **Tips for Teachers**

- A signed release form that grants permission to record a student's image and voice is required before including a video in the COE. The signed release form should be maintained on file in the school division.
- Check with your School Coordinator to determine the required format(s) for video.
- If the video demonstrates multiple standards, SEI Tags can be listed on a separate sheet of paper. If available, use the storage media's "counter" to reference the specific standards.
- State the ASOL number and description on the video prior to the portion of the recording with the student evidence.
- Include a transcript of the video with a completed SEI Tag. This is an excellent safeguard that ensures evidence is not lost if the video equipment breaks or malfunctions.
- Place an SEI Tag on the video case and write the information from the SEI Tag on the audio tape/video tape/flash drive/floppy disk/CD/DVD.



### 5.3.4 Anecdotal Record

The student or teacher may submit an anecdotal record of student performance in the COE. An anecdotal record is a detailed description of an observation of student performance on a specific day. The teacher may record a skill and/or knowledge demonstrated by the student in an anecdotal record of student performance. Alternatively, the student may write his or her own anecdotal record in the presence of the teacher indicating what and how he or she was able to demonstrate a specific knowledge or skill. When evidence is collected to be used in an anecdotal record, the observation must occur under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. Anecdotal records should include the date of performance, a detailed description of the learning environment (including instructions, materials and prompts provided), a clear and step-by-step description of the observed student performance, and a statement of accuracy describing the student's level of achievement on the ASOL being defended.

#### **Tips for Teachers**

- Observation should be carefully planned to ensure that the student has the best opportunity to demonstrate his or her skill and/or knowledge.
- The observer should describe in detail the learning environment, the specific responses of the student, and the student's level of accuracy.

For example: On November 6, 2018, Karen was given a box of 20 bottles of varying sizes and colors. She was given a verbal instruction to sort all the bottles by size. Karen sorted the bottles into two groups. One group had 12 large bottles and the other had 8 small bottles. Karen sorted the bottles by size with 100% accuracy, independently. Prompts were not provided.

Karen was asked to sort the bottles by color. She correctly placed all the red bottles together, all the blue bottles together, and all the yellow bottles together. This activity was completed with 100% accuracy without prompting.

### 5.3.5 Interview

The student or teacher may submit an interview in the COE. Interviews may be conducted by the teacher with the student to demonstrate understanding of a concept or a skill. The teacher should ask the student questions related to the topic being discussed and the student should provide responses. Interview questions should be concise and precise in design to afford the student the best opportunity to demonstrate what he or she knows about the given topic being discussed. The interview must be completed under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers. The interview should also include a statement of accuracy describing the student's level of achievement on the ASOL being defended.

#### **Tips for Teachers**

- Interview questions should be prepared in advance to ensure that the ASOL content is completely addressed.
- Interview questions should be short and clear to give the student the best opportunity to respond.
- Follow-up questions are permitted, but must also be documented.
- Documentation of interviews may be a written report or an audio or video recording (refer to sections 5.3.2 and 5.3.3). If the interview is a video or audio recording, include a transcript of the interview with a completed SEI Tag. This is an excellent safeguard that ensures evidence is not lost if equipment breaks or malfunctions.
- Include the student's level of accuracy for her/his interview responses when describing the level of achievement on the ASOL being defended.

### 5.3.6 Data Chart/Graph

Data charts and/or graphs may be submitted in the COE as evidence of student achievement. These should reflect student skills and/or knowledge and may be generated by the teacher and/or student. Data charts and graphs must contain specific information regarding the student's skill, the task that the student was directed to do, the date of performance, the student's level of accuracy for the achievement of the ASOL being defended, and the level (or type) of prompting by the teacher, if provided. Evidence collected for data chart/graph must be obtained under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers.

#### **Tips for Teachers**

- Data charts and graphs must also be accompanied by a completed SEI Tag.

### 5.3.7 Captioned Photograph

Photographs with a captioned statement may be submitted in the COE to show student performance of ASOL knowledge and skills.

#### Tips for Teachers

- A signed release form that grants permission to photograph a student is required before including a photograph in the COE. The signed release forms should be maintained on file in the school division.
- If the photograph includes more than one person, the student who is participating in the VAAP must be clearly identified.
- Most importantly, the photograph must also be accompanied by a completed SEI Tag, a detailed statement that describes the activity occurring, and the student's level of accuracy for achievement of the ASOL being defended.

### 5.4 Complete the Student Evidence Identification (SEI) Tag

Each item of evidence must have a completed SEI Tag. This tag identifies the content area being assessed, the ASOL, and a bullet, if appropriate, that are being defended. In addition, the student's level of performance must be indicated on SEI Tags in the content areas of *Reading, Writing, Mathematics, and Science* (refer to section 4.3). 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 a Level III. The SEI Tag template is available on the Virginia Department of Education's website at:

[www.doe.virginia.gov/testing/alternative\\_assessments/vaap\\_va\\_alt\\_assessment\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml)

#### Sample SEI Tag

| STUDENT EVIDENCE ID (SEI) TAG    |           |
|----------------------------------|-----------|
| VAAP                             |           |
| CONTENT AREA: <i>Mathematics</i> |           |
| ASOL: 6M-PSPFA 2                 | BULLET: a |
| LEVEL OF PERFORMANCE: II         |           |

**Note:** Teachers may not create their own SEI tags. Teachers must use the SEI tags supplied by Pearson or the SEI Tag template available on the Virginia Department of Education website.

## 5.5 Complete Documentation Forms for the COE

### 5.5.1 Prepare the 2018–2019 VAAP Content Area Cover Sheet

All evidence for an assessed content area should be organized using the *2018–2019 VAAP Content Area Cover Sheet* (Appendix B). Submit a separate *Content Area Cover Sheet* for each content area submitted. In addition to providing student information, the cover sheet should identify the content area, reporting categories, and the ASOL and bullet, if applicable, being defended. The student's level of performance must be indicated on the *Content Area Cover Sheet* for the content areas of *Reading, Writing, Mathematics, and Science*.

The level of performance is not indicated in the content area of *History/Social Science*.

### 5.5.2 Sign the 2018–2019 VAAP Affidavit of Student Performance and Interpreter's Affidavit

All the evidence submitted for the VAAP must be solely that of the student and must be completed under testing conditions, and under the supervision of a teacher or other school personnel. Persons who have supervised the student while completing evidence are required to sign an affidavit. The principal or designee who reviewed the COE prior to submission for scoring must also sign the affidavit. The affidavit ensures that all evidence included adheres to ethical and professional standards. A signed affidavit must be included in each COE. If a COE is submitted without an affidavit, it cannot be scored. A copy of the *2018–2019 VAAP Affidavit of Student Performance* is included in Appendix C.

If an Interpreter was used during the collection of evidence, the signed *Interpreter's Affidavit* must be included in the COE (see Appendix C).

## 5.6 Organize the COE

The COE should be organized in the following order:

- ① *Affidavit of Student Performance*
- ② *Interpreter's Affidavit* (if applicable)
- ③ Required local forms
- ④ *VAAP Content Area Cover Sheet*
- ⑤ Evidence of student performance
- ⑥ As appropriate, include additional cover sheet(s) for each content area(s) defended, followed by evidence of student performance.

## 5.7 Inspect the COE before Submitting to the School Coordinator

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 to the School Coordinator for scoring.

### 5.7.1 Teacher Inspection of the COE

Before submitting the COE to the School Coordinator, the teacher should carefully inspect it to ensure that:

- all work is solely created by the student;
- all required forms have been accurately completed;
- all evidence defends the ASOL;
- each piece of evidence has a completed SEI Tag;
- the student's level of performance is indicated on the SEI Tag for evidence in the content areas of *Reading, Writing, Mathematics, and Science*;
- work does not include the use of hand-over-hand (full physical assistance); and
- all work is graded or includes a detailed statement of accuracy. The grade may be a letter grade, numerical grade, or an evaluative comment from the teacher.

The *2018–2019 VAAP Teacher Checklist for Collections of Evidence* is available in Appendix D to assist in the teacher review process.

### 5.7.2 Administrator Review of the COE

Before the COE is submitted for scoring, the school principal or designee should carefully inspect each COE to ensure it is complete. The *2018–2019 VAAP Administrator Checklist for Collections of Evidence*, located in Appendix D, may be used to review each COE.

## 6. VAAP SCORING SYSTEM

The submission date for division COEs 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.

Scorers will rate student evidence using established rubrics (Section 6.1) and then enter scores using the online scoring system. The VAAP online entries are submitted to Pearson via secure Internet connections.

### 6.1 Scoring Rubric

When a student submits evidence of skills and/or knowledge identified in the Aligned Standards of Learning (ASOL), the following rubric and rubric addendum is used to rate the student's individual achievement.

**Table 1. VAAP Scoring Rubric and Rubric Addendum**

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

## 6.2 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 or 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 2018–2019 VAAP Content Area Cover Sheet for each content area.**

- The *2018–2019 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.

**6.3 Using the Scoring Rubric for Student Performance**

The following four scenarios illustrate how an ASOL is defended and the student's performance is scored using the *VAAP Scoring Rubric*.

**6.3.1 Example A — Evidence received a score point of “1”**

A student is defending *Mathematics* ASOL 3M-NSCE 1a:

*The student will*

*a) identify and write numerals 0 to 30.*

The ASOL is being defended at *Level II: Partially demonstrated*.

The student and teacher submit two worksheets that demonstrate the student writing numbers 1–10 accurately and a video showing the student accurately counting 1–10. The SEI Tags on the worksheets and the video indicate Level II — Partially demonstrated.

Scoring Rule 3 states, *If student performance demonstrates Level II (Partially demonstrated) as documented on the SEI Tag, the highest score point the student can receive is “3”.* Therefore, only score points “3,” “2,” and “1” can be considered. Based on all the evidence submitted in Example A above, the student is only able to write the numerals 1–10. There was no evidence of the student identifying the numerals 0–30. Although the evidence is accurate, it is incomplete since it does not show identifying numerals 0–30 or writing the numeral 0 and 11–30. Therefore, the scorer rates the evidence submitted as a score point of “1”—there is little evidence that the student has demonstrated the skills and knowledge stated in the ASOL being addressed. (See Section 6.1, Table 1, *VAAP Scoring Rubric and Rubric Addendum.*)

### 6.3.2 Example B — Evidence received a score point of “2”

A student is defending *Reading ASOL 3E-RW 4d*:

*The student will*

*d) demonstrate comprehension of information in reference materials by using dictionaries, glossaries, and indices.*

*The ASOL is being defended at Level I: Demonstrated with significant support and modification.*

The student and teacher submit an anecdotal record describing the student looking up words in a picture dictionary and copying the definitions, and the student’s work showing five words and their copied definitions. Both pieces of evidence are graded as 100% accuracy. The SEI Tag on the anecdotal record indicates Level I — Demonstrated with significant support and modification.

Scoring Rule 3 states that if student 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.” Although the student required significant support provided by the picture dictionary and modification of the ASOL to a basic level by using one reference to look up words, the work submitted is accurate. The student did not demonstrate “comprehension of information in the reference materials,” she only copied definitions. Copying does not indicate comprehension. The scorer rated the evidence submitted with a score point of “2”—*There is some evidence that the student has demonstrated the skills and knowledge stated in the ASOL being addressed.*

### 6.3.3 Example C — Evidence received a score point of “3”

A student is defending *Writing ASOL HSE-WP 5a*:

*The student will*

*c) select information from multiple sources and use the information to write answers to questions.*

The ASOL is being defended at *Level III: Fully demonstrated*.

The student and teacher submit three work samples in which the student answered questions about famous people; Martin Luther King, Abraham Lincoln, and John Kennedy. The SEI Tag indicates Level III — *The ASOL is fully demonstrated*. Scoring Rule 3 states that 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.” The King and Lincoln work samples received grades of 50% and 75% respectively because of incorrect answers to questions and only using one source. The Kennedy work sample received a grade of 100%. Since the performance was not consistent, the evidence is awarded a score of “3.” There is adequate evidence that the student has demonstrated the skill and knowledge stated in the ASOL being addressed.

### 6.3.4 Example D — Evidence received a score point of “4”

A student is defending *Science ASOL 8S-LS 1a*:

*The student will investigate and understand that all living things are composed of cells. Key concepts include*

*a) cell structure and organelles;*

The ASOL is being defended at *Level III: Fully demonstrated*.

The student and teacher submitted four pieces of evidence which include two worksheets, a quiz and a captioned photograph. In the first worksheet, the student correctly labels the parts of an animal cell and a plant cell with 100% accuracy. The second worksheet and the quiz show the student providing the correct definitions for the part of a plant cell with 100% accuracy. Finally, the captioned photograph shows the student conducting an investigation using five types of fruit. The student is able to identify and explain the function of each cell part using the pieces of fruit. The SEI Tag on all four pieces of evidence indicated Level 3 — Fully demonstrated.

The scorer rates the evidence as a “4” since the evidence is accurate and complete and provides a sufficient demonstration of the student’s knowledge and understanding of the ASOL.

## 6.4 Scorer Responsibilities

The school division has the responsibility for establishing and maintaining scorers. Each school division should identify a person(s) responsible for supervising, training, qualifying, monitoring,

and maintaining scorers. The Virginia Department of Education will offer in-depth training annually to meet the needs of scorers and to update information regarding VAAP scoring.

Individual scorers or scoring teams may be used. Regardless of whether individual scorers or teams are used, school division personnel knowledgeable in special education must be involved.

The DDOT is responsible for ensuring that proper protocol is followed for assembling, storing, scoring, and entering VAAP scores using the *VAAP Online Scoring System*. Scoring team members are responsible for assigning scores for submitted evidence following established procedures and rubric descriptors (Section 6.1). The scorers are responsible for ensuring “fair and accurate” scores of student performance, and confidentially maintaining student evidence during the scoring window. Scorers may not discuss submitted evidence, scores, proficiency levels, or scoring issues outside of the local scoring event and are required to sign scorer agreements and non-disclosure forms.

Scoring team members must not use membership on the VAAP scoring team to influence the selection of student materials for the COE. If a scoring team member has provided training or technical guidance to the student and/or teacher in submitting evidence, he/she may not score that particular COE.

## 6.5 VAAP Scores

After VAAP scores are entered, the online system will calculate the student’s total score for each content area submitted and use predetermined cut points established by the Virginia Board of Education to assign proficiency levels.

# 7. AUDITS AND SCORE CORRECTION

## 7.1 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 the online system.

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.

## 7.2 VAAP Score Correction Process

The VAAP COE are not eligible for rescore, but school divisions can request that scores entered incorrectly (scores that are different from those on the VAAP Scoring Worksheet) be corrected. This process provides an opportunity for school divisions to correct an error in a scoring entry **after** the VAAP submission deadline. However, **before** the VAAP scoring entry deadline, the scores may be corrected in the online scoring system by school division personnel.

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

## 8. REPORTING VAAP 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;
- a student is provided an accommodation that is not specified in his/her IEP.

To determine whether an incident is a testing irregularity, the teacher should discuss it with the STC. Irregularities for the VAAP assessments must be reported to the Virginia Department of Education as directed by the DDOT using the *Testing Irregularity Web Application System (TIWAS)*.

The VAAP assessment is a part of the Virginia Accountability System. 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 E for the Legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1).

## 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 *2018–2019 VAAP Content Area Cover Sheet* for each content area being submitted and a completed and signed *2018–2019 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 website at:

**[www.lva.virginia.gov/agencies/records/sched\\_local/GS-21.pdf](http://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 6 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 online 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.





**2018–2019 VAAP Affidavit of Student Performance**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

State Testing Identifier (STI): \_\_\_\_\_

School Division Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Content Area:  Reading  Writing  Mathematics  Science  History/Social Science

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

**Affidavit of Student Performance**

**I have**

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

**I have not**

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

**Signatures:**

| Print Name | Signature | Title/Position | Date |
|------------|-----------|----------------|------|
|            |           |                |      |
|            |           |                |      |
|            |           |                |      |
|            |           |                |      |

I have reviewed the contents of this Collection of Evidence, and I understand that the Virginia Alternate Assessment Program is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning assessments. **(Refer to Appendix E 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 |       |

## **2018–2019 Interpreter’s Affidavit**

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

### **Student Receiving Interpretation Services**

|                     |                                 |                      |
|---------------------|---------------------------------|----------------------|
| <b>Student Name</b> | <b>State Testing Identifier</b> | <b>Grade Level</b>   |
| <b>School Name</b>  |                                 | <b>Division Name</b> |

**Test(s) Interpreted:**

**Test Administration (check one only):**     Fall 2018     Spring 2019     Summer 2019

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

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

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

**Interpreter’s Affidavit**

My signature below affirms:

**I have:**

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

**I have not:**

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

|                  |                    |
|------------------|--------------------|
| <b>Signed:</b>   | <b>Print Name:</b> |
| <b>Position:</b> | <b>Date:</b>       |
| <b>School:</b>   | <b>Division:</b>   |

## 2018–2019 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**

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

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

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

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

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

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

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

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

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

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

**2. VAAP Content Area Cover Sheet**

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | A VAAP cover sheet has been included for each content area included within the student's COE. |
|--------------------------|---|

**3. 2018–2019 VAAP Affidavit of Student Performance**

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

**4. Student Evidence Identification (SEI) Tag**

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

**5. Other Required Forms**

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

## 6. Evidence

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

## 7. Media (Photographs, Video, Audio)

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

## 8. Anecdotal Records

Evidence includes the following:

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

## 9. Other Recommended Steps

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

## Notes

## 2018–2019 Administrator Checklist for Collections of Evidence

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_

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

| Date:  |                               |                               |                               |                               |                               |
|--|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Items to Review:   | Student 1:                    | Student 2:                    | Student 3:                    | Student 4:                    | Student 5:                    |
| The <i>Affidavit of Student Performance</i> has been signed and dated by the teachers and administrator, and has been inserted at the front of the COE.  |                               |                               |                               |                               |                               |
| VAAP Content Area Cover Sheet has been included for each content area included in the COE.   |                               |                               |                               |                               |                               |
| If an Interpreter was used, the signed <i>Interpreter's Affidavit</i> has been included in the COE.  |                               |                               |                               |                               |                               |
| All reporting categories for <b>Reading</b> have been addressed:<br><br><ol style="list-style-type: none"> <li>1 Use word analysis strategies and word reference materials</li> <li>2 Demonstrate comprehension of fictional texts</li> <li>3 Demonstrate comprehension of nonfiction texts</li> </ol> | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: |
|  |                               |                               |                               |                               |                               |
| All reporting categories for <b>Writing</b> have been addressed:<br><br><ol style="list-style-type: none"> <li>1 Research, plan, compose, and revise for a variety of purposes</li> <li>2 Edit for correct use of language, capitalization, punctuation, and spelling</li> </ol>                       | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: |
|  |                               |                               |                               |                               |                               |
| All reporting categories for <b>Grades 3–8 Mathematics</b> have been addressed:<br><br><ol style="list-style-type: none"> <li>1 Number, Number Sense, Computation and Estimation</li> <li>2 Measurement and Geometry</li> <li>3 Probability, Statistics, Patterns, Functions, and Algebra</li> </ol>   | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: |
|  |                               |                               |                               |                               |                               |

| <b>Date:</b>  | <b>Student 1:</b>             | <b>Student 2:</b>             | <b>Student 3:</b>             | <b>Student 4:</b>             | <b>Student 5:</b>             |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| <b>Items to Review:</b>   |                               |                               |                               |                               |                               |
| <p>All reporting categories for <b>High School Mathematics</b> have been addressed:</p> <p>1 Expressions and Operations<br/>2 Equations and Inequalities<br/>3 Functions and Statistics</p>   | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: |
|   |                               |                               |                               |                               |                               |
| <p>All reporting categories for <b>Grade 5 Science</b> have been addressed:</p> <p>1 Scientific Investigation<br/>2 Force, Motion, Energy, and Matter<br/>3 Life Processes and Living Systems<br/>4 Earth/Space Systems and Cycles</p>  | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: |
|   |                               |                               |                               |                               |                               |
| <p>All reporting categories for <b>Grade 8 Science</b> have been addressed:</p> <p>1 Scientific Investigation<br/>2 Force, Motion, Energy, and Matter<br/>3 Life Systems<br/>4 Ecosystems<br/>5 Earth and Space Systems</p>   | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: |
|   |                               |                               |                               |                               |                               |
| <p>All reporting categories for <b>High School Science</b> have been addressed:</p> <p>1 Scientific Investigation and the Nature of Science<br/>2 Earth and Space<br/>3 Earth Materials and Processes<br/>4 Cosmology, Origins, and Time<br/>5 Earth Resources and Human Interactions</p> | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: |
|   |                               |                               |                               |                               |                               |
| <p>All reporting categories for <b>History/Social Science</b> have been addressed:</p> <p>1 History<br/>2 Geography<br/>3 Economics<br/>4 Civics</p>  | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: | Missing Reporting Categories: |
|   |                               |                               |                               |                               |                               |



## **2018–2019 VAAP Completed Collection of Evidence Submission Checklist**

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_

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

|  | <b>Student 1:</b> | <b>Student 2:</b> | <b>Student 3:</b> | <b>Student 4:</b> | <b>Student 5:</b> |
|--|-------------------|-------------------|-------------------|-------------------|-------------------|
| All division required forms have been included:<br>1.<br>2.<br>3.          |                   |                   |                   |                   |                   |
| List critical issues to be resolved before COEs are submitted to the DDOT: |                   |                   |                   |                   |                   |

## **2018–2019 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 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 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 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 Division of Student Assessment and School Improvement, 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.

|                  |                    |
|------------------|--------------------|
| <b>Signed:</b>   | <b>Print Name:</b> |
| <b>Position:</b> | <b>Date:</b>       |
| <b>School:</b>   | <b>Division:</b>   |

## 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 suspend or revoke the administrative or teaching license it has issued to any person who knowingly and willfully commits any of the following acts related to secure mandatory tests administered to students as required by this title or by the Board of Education:

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;

5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions;
9. Excluding students from testing who are required to be assessed; 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.



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