



Reading
Assessment

Implementation Manual
2016–2017

**2016–2017 VIRGINIA GRADE LEVEL ALTERNATIVE (VGLA) *READING*
ASSESSMENT ADMINISTRATION SCHEDULE**

<input type="checkbox"/>	January 2 – June 2, 2017	Register Limited English Proficient (LEP) students for Spring 2017 Collection of Evidence (COE) submissions (using student data upload or manually in PearsonAccess™)
<input type="checkbox"/>	March 27 – June 2, 2017	VGLA Score Entry
<input type="checkbox"/>	April 3, 2017	Preliminary reports available in PearsonAccess (non-audited COE only)
<input type="checkbox"/>	June 13, 2017	Shipping materials for COE selected for audit arrive in divisions
<input type="checkbox"/>	June 15, 2017	Deadline to ship audited COE to Pearson
<input type="checkbox"/>	June 19, 2017	Due date for audited COE to arrive at Pearson
<input type="checkbox"/>	July 12, 2017	All VGLA scores are reported in the student data extract in PearsonAccess
<input type="checkbox"/>	July 14, 2017	Deadline to request COE score correction
<input type="checkbox"/>	July 21, 2017	Audited COE returned to divisions

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IMPORTANT REMINDERS FOR 2016–2017

Use Current Materials

- Ensure that only 2016–2017 VGLA *Reading* assessment manuals, forms, and checklists in the Appendices are used in conjunction with 2016–2017 submissions. All previous years' VGLA *Reading* assessment manuals, forms, and checklists should be destroyed.

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

- The VGLA *Reading* assessment is available **only** to LEP students in grades 3–8 who meet the eligibility requirements as stated in the table below:

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

- For 2016–2017, the Overall Proficiency Level from the Spring 2016 online or paper ACCESS for ELLs 2.0 test must be used to determine an LEP student's eligibility for participation in the VGLA *Reading* assessment.
- If the LEP student does not have an Overall Proficiency Level from the Spring 2016 online or paper ACCESS for ELLs 2.0 test, the composite score from one of the following English Language Proficiency (ELP) screening assessments may be used:
 - the Grade Adjusted Composite Proficient Level from the WIDA-ACCESS Placement Test (W-APT™) administered during the 2016–2017 school year; **or**
 - the Overall Composite Proficiency Level from the WIDA Measure of Developing English Language (MODEL™) Assessment administered during the 2016–2017 school year.

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

1. VIRGINIA GRADE LEVEL ALTERNATIVE *READING* ASSESSMENT DESCRIPTION

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

2. DETERMINATION OF ELIGIBILITY FOR THE VGLA *READING* ASSESSMENT

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

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

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

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

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

3. SCHOOL DIVISION RESPONSIBILITIES FOR THE VGLA *READING* ASSESSMENT

Various school division personnel are responsible for the implementation of the VGLA *Reading* assessment. These include:

- Division Director of Testing (DDOT)
- Title III Coordinator
- School Coordinator
- School Administrator
- Course Content (Reading or Language Arts) Teacher
- English as a Second Language (ESL) Teacher

Brief explanations of the roles and responsibilities of these division personnel follow.

Division Director of Testing

The Division Director of Testing (DDOT) is responsible for serving as the point of contact between the school division, the Virginia Department of Education, and the test contractor, Pearson. The DDOT has division-wide responsibility for the implementation of the VGLA *Reading* assessment requirements and procedures as well as the distribution of the VGLA *Reading* assessment reports.

Title III Coordinator

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

School Coordinator

The School Coordinator is responsible for serving as the point of contact between the DDOT and the school. The School Coordinator is responsible for ensuring that all procedures required for the VGLA *Reading* assessment are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the Collection of Evidence (COE) to ensure all SOL in the test blueprint are addressed. The School Coordinator should direct any questions regarding the VGLA *Reading* assessment to the DDOT or Title III Coordinator as appropriate.

School Administrator

The School Administrator is responsible for ensuring that the LEP Committee understands the VGLA *Reading* assessment participation criteria and applies them appropriately when considering eligible LEP students for the VGLA *Reading* assessment. In addition, the School Administrator is responsible for the implementation of a process for reviewing and monitoring LEP students' COE.

Course Content Teacher

The Course Content Teacher is responsible for implementing the VGLA *Reading* assessment guidelines according to the procedures described in this manual. The remaining sections of this manual contain specific information regarding Course Content Teacher duties and responsibilities for the VGLA *Reading* assessment. Any questions the Course Content Teacher has regarding the VGLA *Reading* assessment are to be directed to the School Coordinator and ESL Teacher.

ESL Teacher

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

For the dually identified student, Special Education staff should be consulted as appropriate.

4. PREPARING FOR THE VGLA *READING* ASSESSMENT

4.1 Discuss VGLA *Reading* Assessment Program and Requirements with LEP Students and Parents

School divisions are responsible for informing parents of the criteria used to determine an LEP student's eligibility for the VGLA *Reading* assessment. An LEP student who has been identified as an eligible participant in the VGLA *Reading* assessment and his/her parents should be informed of assessment program expectations and requirements. This information should include, but should not be limited to, the discussion of:

- SOL test blueprint for *Reading* at the LEP student's grade level of enrollment;
- types of evidence that may be collected to demonstrate SOL knowledge and skills;
- how the evidence is to be collected and the conditions for gathering such evidence;
- local scoring procedures;
- the need for a parent/guardian signed release form if audio or video evidence is submitted, which will remain on file in the school division; and
- anticipated submission date of the completed COE.

Parent information is available from Parent Resource Centers, DDOTs, Title III Coordinators, and the Virginia Department of Education's Division of Student Assessment and School Improvement.

4.2 Develop an Instructional Plan

The instructional foundation for the VGLA *Reading* assessment is based on the consistent delivery of grade-level *Reading* content, which must occur in a general education or English as a second language (ESL) instructional setting. Teachers must provide instructional and assessment activities that allow LEP students to demonstrate their knowledge and skills on all SOL for *Reading* specified in the test blueprint for their grade level of enrollment. Therefore, teachers must have knowledge of the SOL for *Reading* and course content, the LEP students' English proficiency level, and effective strategies for delivery of *Reading* content. Testing accommodations should be provided to the LEP student as specified in his/her current LEP Student Assessment Participation Plan (refer to *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program*).

The following steps provide general guidelines for developing an instructional plan.

Step 1

Review the LEP student's educational records, including but not limited to the composite score from the most recent English language proficiency assessment, evaluation reports, eligibility minutes, report cards, etc. For eligible LEP students participating in the VGLA *Reading* assessment, the student's current LEP Student Assessment Participation Plan should be helpful in identifying accommodations permitted during instruction and collection of evidence sessions. For dually identified students, the IEP or

504 Management Plan should also be reviewed for accommodations based on the student's disability.

⇒ Step 2

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

The test blueprint and curriculum framework for *Reading* at grade level are available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

The test blueprint specifies the *Reading* SOL that must be assessed with the VGLA *Reading* assessment. The test blueprint's SOL stem and bullet references must be recorded on the Student Evidence Identification (SEI) Tags (refer to Section 5.4.2).

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

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

⇒ Step 3

Locate teaching resources and attend professional development that will support the instruction of all *Reading* SOL specified in the test blueprint. Pacing guides developed by the school division may be helpful in guiding the instruction of the *Reading* SOL throughout the school year.

The SOL Enhanced Scope and Sequence Sample Lesson Plan is a resource that provides teachers with differentiated lessons to deliver SOL-based content to a diverse population of learners such as LEP students. This resource is available on the following Web site at:

www.ttaonline.org/staff/sol/sol.asp

5. COLLECTION OF EVIDENCE (COE)

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

The LEP student should submit evidence for all of the *Reading* SOL specified in the test blueprint of his/her grade of enrollment. Submitted evidence should address the SOL (stem and bullet) and demonstrate the LEP student's full and complete knowledge and/or skills. If the COE contains no evidence for one or more standards contained in the SOL test blueprint, then the teacher must indicate that no evidence is being submitted for a particular SOL.

NOTE: The exclusion of SOL may adversely affect the overall score.

Evidence may address more than one SOL. For instance, the LEP student may submit a worksheet that demonstrates multiple *Reading* SOL (refer to section 5.4.2).

All evidence must be graded with correct and incorrect answers indicated, or a statement of the LEP student's accuracy must be included. The grade may be a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher.

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

5.1 Testing Conditions for Completing Evidence

Evidence collected for the VGLA *Reading* assessment must be completed under the supervision of the Course Content Teacher, ESL Teacher, or other school personnel **and** under testing conditions. All curricular materials and 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, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays. In addition, directions or examples on work samples must not include hints, clueing, or prompts that provide answers or an unfair advantage for the student. Students may not have access to any items not approved for use during testing. These items include, but are not limited to: cell phones, electronic devices, class notes, course content review materials, test-taking strategy reminders, notes, "cheat sheets," textbooks, and other curriculum materials.

5.2 Completion of the COE

A VGLA *Reading* assessment COE submitted for scoring to the school division must contain the following:

- A signed *2016–2017 VGLA Reading Assessment Affidavit of LEP Student Performance* verifying that the LEP student completed all the evidence independently under testing conditions **and** under the supervision of the Course

Content Teacher, ESL Teacher, or other school personnel (the *Affidavit* is available in Appendix C);

- A signed *Interpreter’s Affidavit* must be included in the COE (the *Affidavit* is available in Appendix D in the *2016–2017 Virginia Alternative and Alternate Assessments Administrator’s Manual*) if an interpreter/transliterater (for sign language/cued speech) was used;
- Evidence that demonstrates individual achievement on the *Reading SOL* at the depth of knowledge expected as specified in the SOL test blueprint for the LEP student’s grade level; and
- Locally required documentation or forms.

5.3 Descriptions of Evidence and Examples

A VGLA *Reading* assessment COE may consist of a variety of types of evidence. The various types of evidence are described on the following pages. In addition to each description, critical information is provided in **Tips for Teachers**. Anecdotal records and captioned photographs are **not** permitted to be used as evidence.

5.3.1 Work Sample

Work samples may include worksheets, tests, quizzes, writing samples, and any other student-generated work that demonstrates the skills and/or knowledge of the SOL. The work sample must be completed under testing conditions as described in Section 5.1. Additionally, the student must not have attempted the specific work sample before, individually or as a member of an instructional group.

Tips for Teachers

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

5.3.2 Audio

For the VGLA *Reading* assessment, an LEP student may submit audio evidence that demonstrates the student's skills and/or knowledge. Audio clips must contain only student-generated evidence. For example, an audio clip of the LEP student reading aloud from a selection and answering questions about a specific topic may be submitted. The student may be provided questions about a selection, and the student's answers are recorded. The student alone should respond without the use of notes or study guides, etc. It is not appropriate for the teacher or other school personnel to read the questions to the student. The evidence recorded on the audio clip must be completed under testing conditions as described in Section 5.1. The audio clip must include a statement of accuracy describing the student's level of achievement on the SOL being defended. A transcription of the audio clip should be included in the COE.

Tips for Teachers

- A parent/guardian signed release form that grants permission to record the LEP student's voice is required before including the audio clip in the COE. The signed release form should be maintained on file in the school division.
- Consult with the School Coordinator to determine the required format(s) for audio.
- Include a transcription of the audio clip with a completed SEI Tag as a safeguard to ensure evidence is not lost if the audio equipment breaks or malfunctions.
- State the SOL number, including the stem and bullets, and description of the activity on the recording prior to the portion of the recording with the student evidence.
- If the audio clip demonstrates multiple standards, completed SEI Tags can be listed on a separate sheet of paper. If available, use the storage media's "counter" to reference the location of evidence defending specific SOL.
- An audio clip containing more than one voice should indicate the portions belonging to the student.
- Place a completed SEI Tag on the audio case and if possible write the information from the completed SEI Tag on the audio tape/video tape/flash drive/floppy disk/CD/DVD.

5.3.3 Video

Video clips must contain only student-generated evidence. For example, a video clip may be submitted showing the student working at a chalkboard/dry-erase board and demonstrating a skill or knowledge. The student may be provided questions about a selection, and the student's answers are recorded. The student alone should respond without the use of notes or study guides, etc. It is not appropriate for the teacher or other school personnel to read the questions to the student. The evidence recorded on the video clip must be completed under testing conditions as described in Section 5.1. The video clip must include a statement of accuracy describing the student's level of achievement on the SOL being defended. A transcription of the video clip should be included in the COE.

Tips for Teachers

- A parent/guardian signed release form that grants permission to record an LEP student's image and voice is required before including a video clip in the COE. The signed release form should be maintained on file in the school division.
- Consult with the School Coordinator to determine the required format(s) for video.
- Include a transcription of the video clip with a completed SEI Tag as a safeguard to ensure evidence is not lost if the video equipment breaks or malfunctions.
- If the video clip demonstrates multiple standards, completed SEI Tags can be listed on a separate sheet of paper. If available, use the storage media's "counter" to reference the location of evidence defending specific SOL.
- State the SOL number, including the stem and bullets, and description of the activity on the recording prior to the portion of the recording with the student evidence.
- Place a completed SEI Tag on the video case and if possible write the information from the completed SEI Tag on the videotape/flash drive/floppy disk/CD/DVD.

5.3.4 Interview

Interviews may be conducted by the teacher with the student to demonstrate understanding of a concept or skill. The teacher asks the student questions related to the topic being discussed, and the student provides responses. Interview questions should be concise and precise in design to provide 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 as described in Section 5.1. The interview must include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Tips for Teachers

- Interview questions should be prepared in advance to ensure SOL content is completely addressed.
- The LEP student must not be given the questions prior to the interview.
- Interview questions should be clear and concise to give the student the best opportunity to respond.
- Follow-up questions are permitted but must also be documented.
- Interviews may be recorded by audio or video. If the interview is recorded, a parent/guardian signed release form that grants permission to record a student's image and voice is required before including an audio or video recording in the COE. The signed release form should be maintained on file in the school division (refer to Sections 5.3.2 or 5.3.3).
- Include a transcription of the interview with a completed SEI Tag. This is a safeguard that ensures evidence is not lost if equipment breaks or malfunctions.

5.3.5 Data Chart/Graph

Data charts/graphs must contain the date of performance and specific information that relates to the student's skills and knowledge of the task that the student was directed to do. The student-generated chart/graph must be completed under testing conditions as described in Section 5.1. The chart/graph must include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Tips for Teachers

- A chart/graph simply indicating an LEP student's level of progress on a specific skill does not provide enough information to rate the student's level of achievement of that skill.
- Charts/graphs must include a completed SEI Tag.

5.4 COE Submission Process

The LEP student and teacher must follow established local procedures and timelines for submitting the COE as directed by the DDOT and School Administrator or School Coordinator.

The school division must maintain the COE in accordance with the Transfer and Management of the Student's Scholastic Record in the Public Schools of Virginia 8VAC20-150-10, located at:

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

The Library of Virginia establishes retention schedules for all public records, including those maintained by public schools. The schedules establish the requirements for managing these records, including retention and destruction timelines and methods. General Schedule 21, the schedule that governs public school records, may be found on the Library of Virginia's Web site at:

www.lva.virginia.gov/agencies/records/sched_local/index.htm

5.4.1 Assemble the COE

- Select appropriate evidence that addresses each SOL specified in the test blueprint for the specific grade-level *VGLA Reading* assessment.
- Include a variety of types of evidence.
- As appropriate, ensure that a completed release form, granting permission to record the LEP student’s image or voice, has been signed by a parent/guardian and is maintained on file locally.

5.4.2 Include the Student Evidence Identification (SEI) Tag

Each piece of evidence must have an SEI Tag. The SEI Tag must identify the assessment (*VGLA*) and must specify the content area (*Reading*), the specific SOL number(s), and any bullet(s) addressed by the evidence. The SEI Tag must also indicate whether the evidence is *Inferred* or *Demonstrated*. *Inferred* should be checked when the evidence presented demonstrates the achievement of prerequisite content or skills in addition to those specifically demonstrated by the evidence. *Demonstrated* should be checked to describe evidence in which the SOL knowledge and skill are clearly shown. If a piece of evidence infers or demonstrates one or more bullets for an SOL, one SEI Tag listing all bullets for the SOL inferred or demonstrated may be used. If a piece of evidence infers or demonstrates more than one SOL, a separate SEI Tag for each SOL inferred or demonstrated must be used.

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input checked="" type="checkbox"/> VGLA	<input type="checkbox"/> VSEP
Content Area: <i>Reading</i>	
SOL: 5.4	
Bullet: b	
Inferred:	Demonstrated: <input checked="" type="checkbox"/>

5.4.3 Prepare the COE for Submission

Before submitting the COE, the LEP student and teacher should inspect the evidence to ensure the COE meets the criteria below:

- The COE is complete and represents the LEP student's individual achievement in the SOL for the specific grade-level VGLA *Reading* assessment.
- The evidence demonstrates the LEP student's knowledge and skills related to the specific SOL.
- The evidence was completed solely by the LEP student under testing conditions in the presence of the Course Content Teacher, ESL teacher, or other school personnel.
- The evidence does not include directions or examples that provide hints, clueing, prompts to answers, or an unfair advantage to the LEP student.
- The evidence is labeled appropriately with completed SEI Tags.
- Correct and incorrect answers are clearly indicated.
- The evidence is graded or includes a statement of accuracy.
- Local directions were followed for completing student demographic/identifying information.
- A completed and signed *2016–2017 VGLA Reading Assessment Affidavit of LEP Student Performance* is included (the *Affidavit* is available in Appendix C).
- A signed *Interpreter's Affidavit* is included if an interpreter/transliterators (for sign language/cued speech) was used. The *Affidavit* is available in Appendix D in the *2016–2017 Virginia Alternative and Alternate Assessments Administrator's Manual*.

6. VGLA READING ASSESSMENT SCORING SYSTEM

School division personnel will score LEP students' COE then enter the scores into the secure online scoring system. The online system displays a score sheet that lists all the *Reading* SOL by reporting category for the student's grade level. Evidence is holistically rated on the quality of work, not the quantity submitted. Scorers enter a numerical value between 0 and 4 for each SOL demonstrated in the COE. Table 1 defines the rubric that is used to assign scores. The Virginia Department of Education and the testing contractor provide training to scorers. The training includes VGLA requirements, implementation, and scoring processes.

6.1 Using the Scoring Rubric

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

scoring of student evidence. These tools include the Scoring Rubric and Rubric Addendum (Table 1) as well as a variety of training papers.

Table 1. VGLA Scoring Rubric and Rubric Addendum

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

6.2 General VGLA Reading Assessment Scoring Rules

Rule 1 Evidence must be student-generated.

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

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

Rule 2 Evidence must include a correct SEI Tag.

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

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

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

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

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

Rule 5 Evidence must be graded.

- If the evidence includes worksheets, tests, and/or quizzes, it must be graded with correct and/or incorrect answers clearly identified. The grade may be a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher. If audio, video, or interview evidence is submitted, it must include a statement of accuracy so that the student’s level of individual achievement is clear to the scorer. If the evidence is not graded, refer to the *2016–2017 Virginia Alternative and Alternate Assessments Administrator’s Manual*.

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

The following scenario describes how scorers reviewed evidence and assigned a score point.

Example

Zoë submitted evidence defending the Grade 3 *Reading* SOL 2.7 a, b, c, e which states:

The student will expand vocabulary when reading.

- a) Use knowledge of homophones;*
- b) Use knowledge of prefixes and suffixes;*
- c) Use knowledge of antonyms and synonyms;*
- e) Use vocabulary from other content areas.*

Under testing conditions, Zoë read selected passages from other content areas, completed worksheets, and then submitted the worksheets as evidence for SOL 2.7. She earned a grade of 84% on a test of homophones. Using fill-in-the-blank and matching activities, Zoë correctly identified 24 out of 25 prefixes and suffixes and used those words to create sentences. She wrote antonyms and synonyms for given words and then used those words correctly in sentences. In an interview about reading selections from other content areas, Zoë answered 9 out of 10 vocabulary questions correctly.

As scorers examined Zoë's evidence, they noticed that she fully demonstrated all of the skills addressed in the standard. It is clear from Zoë's ample evidence that she was able to correctly apply each of the skills. The scorers assigned a score point of 4 for this standard.

6.3 Scorer Responsibilities

The school division has direct responsibility for establishing and maintaining a cadre of scorers for the VGLA *Reading* assessment. Each school division should identify staff responsible for supervising, training, monitoring, and maintaining a cadre of scorers. The Virginia Department of Education will offer annual training to meet the needs of scorers and to provide updated information regarding VGLA *Reading* assessment scoring. The DDOT is responsible for ensuring proper protocol is followed for assembling, rating, and scoring VGLA *Reading* assessment entries using the online scoring system.

Individual scorers or scoring teams may be used, and all scorers must be school division personnel knowledgeable in the grade-level *Reading* SOL (e.g., a fifth-grade English-Language Arts teacher would be appropriate to score a COE submitted for the Grade 5 VGLA *Reading* assessment). Scorers are responsible for assigning ratings for submitted evidence following established rubric descriptors (refer to Section 6.1). To ensure *fair* and *accurate* ratings of student performance, scorers must handle the student's COE carefully to avoid omitting or misplacing any evidence. Additionally, scorers must not discuss submitted evidence, ratings, proficiency levels, or scoring issues outside of the local scoring event. Scorers must not use participation in the VGLA *Reading* assessment scoring events

to influence the selection of student materials for the COE. If a scorer has provided training or technical guidance to the student and/or teacher in submitting evidence, he/she may not score that particular COE.

All scorers are required to sign a Virginia Alternative and Alternate Assessments Non-Disclosure/Conflict of Interest Agreement for Scoring Events form before scoring to ensure confidentiality and security (refer to Appendix E of the *2016–2017 Virginia Alternative and Alternate Assessments Administrator’s Manual*).

7. AUDITS AND SCORE CORRECTION

7.1 VGLA Reading Assessment Audit Process

Pearson will randomly select 10 to 20 percent of a division’s VGLA *Reading* assessment COE for audit. The audit is conducted to ensure that the school division’s scorers are appropriately applying the scoring rubric. The DDOT will be notified through PearsonAccess of the selected COE and the audit date. Pearson will provide a report to the DDOT after the completion of the audit.

7.2 VGLA Reading Assessment Score Correction Process

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

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

8. REPORTING VGLA READING 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 current LEP Student Assessment Participation Plan;

- a student is provided an accommodation that is not specified in his/her current LEP Student Assessment Participation Plan;
- a set of VGLA scores was entered, validated, and submitted in PearsonAccess under the wrong student's name/STI;
- instances when a student's score needs to be excluded (Do Not Report); and
- instances when incorrect VGLA scores were entered.

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

The VGLA *Reading* 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 F for the Legislation passed by the Virginia General Assembly § 22.1-19.1 and § 22.1-292.1).

Frequently Asked Questions by Teachers

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Q8. How is the VGLA Reading assessment scored?

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

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

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

Q10. What is a VGLA Reading assessment audit?

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

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

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

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

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

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

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

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

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

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

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

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

2016–2017 Affidavit of LEP Student Performance

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Division: _____ School: _____

Content Area: _____

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

I have

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

I have not

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

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

Signatures:

Print Name	Signature	Title/Position	Date

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

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

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

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

TeacherName: _____ StudentName: _____

1. 2016–2017 VGLA Reading Assessment Affidavit of LEP Student Performance (Appendix C)

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

2. Student Evidence Identification (SEI) Tag

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

3. Other Required Forms

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

4. Supplemental Forms

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

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

6. Media (Video, Audio)

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

Video

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

Audio

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

7. Other Recommended Steps

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

2016–2017 Administrator Checklist for Collections of Evidence

Teacher: _____ Reviewer: _____ Date: _____

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

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

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

Items to Review:	Student Name:	Student Name:	Student Name:
All evidence has been graded and clearly indicates correct and incorrect work or a statement of accuracy has been included to show the student's level of achievement.			
All non-paper media have completed SEI Tags.			
All electronic media have written transcriptions with completed SEI Tags.			
Evidence defends the SOL stem and bullets and the required depth of knowledge.			
All division required forms have been included (list below): 1. 2. 3.			
List critical issues to be resolved before COE are submitted to the DDOT:			

Reporting Violations

All persons who are responsible for collecting, reviewing, scoring, or handling the Collection of Evidence or related confidential student education records, or persons otherwise authorized to have access to the Collection of Evidence, must do so with the full knowledge that the security and confidentiality of these materials shall in no way be breached. All known violations of the Virginia Grade Level Alternative *Reading* assessment procedures and security guidelines shall be reported by e-mail at Student_Assessment@doe.virginia.gov, by phone at (804) 225-2102, or by mail to Division of Student Assessment and School Improvement, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120.

Written reports must be signed by the person making the report. The Virginia Department of Education will request an investigation of any assessment improprieties and implementation of a corrective action plan as necessary. All corrective action plans must be submitted to the Division of Student Assessment and School Improvement.

Please read legislation passed by the Virginia General Assembly (§ 22.1-19.1 Actions for violations of test security procedures and § 22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security. These pages may be photocopied.

§ 22.1-19.1. Action for violations of test security procedures.

A. The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

1. Permitting unauthorized access to secure test questions prior to testing;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Altering test materials or examinees' responses in any way;
5. Creating or making available answer keys to secure tests;
6. Making a false certification on the test security form established by the Department of Education;
7. Excluding students from testing who are required to be assessed; or
8. Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

B. Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

C. Any person who violates any provisions of this section may be assessed a civil penalty not to exceed \$1,000 for each violation. Furthermore, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 may be assessed a civil penalty for the same violation under this section and the reasonable costs of any review or investigation of a violation of test security.

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.

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

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

1. Giving unauthorized access to secure test questions;
2. Copying or reproducing all or any portion of any secure test booklet;
3. Divulging the contents of any portion of a secure test;
4. Coaching or assisting examinees during testing or altering test materials or examinees' responses in any way;
5. Making available any answer keys;
6. Failing to follow test security procedures established by the Department of Education;
7. Providing a false certification on any test security form required by the Department of Education;
8. Retaining a copy of secure test questions;
9. Excluding students from testing who are required to be assessed; and
10. Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

B. Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

C. Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 2.2-4000 et seq.) and § 22.1-298.1, governing the licensure of teachers.

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