



***Reading***  
**Assessment**

Frequently Asked  
Questions  
**2016–2017**

## 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](http://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](http://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](http://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.