



Reading
Assessment

Implementation Forms
2016–2017

VGLA Reading Assessment

**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

VGLA Reading Assessment

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.

VGLA Reading Assessment

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.

VGLA Reading Assessment

2016–2017 Administrator Checklist for Collections of Evidence

Teacher: _____ Reviewer: _____ Date: _____

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

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

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

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