



# Implementation Manual

## **2016–2017**



**2016–2017 VIRGINIA SUBSTITUTE EVALUATION PROGRAM (VSEP)  
ADMINISTRATION SCHEDULE**

☐	August 29 – November 16, 2016	Register students for Fall 2016 Course Work Compilations (CWC) submissions in PearsonAccess (Student Data Upload (SDU) or manually)
☐	October 7, 2016	<p>Deadline to submit <b>VSEP Intent to Participate</b> form for:</p> <ul style="list-style-type: none"> <li>• students in 1st semester block classes</li> <li>• fall term graduates</li> <li>• students enrolled in yearlong courses who will be submitting the CWC in the spring</li> <li>• CWC submitted in fall semester for retest purposes. (Student's previous attempt(s) was an online and/or paper SOL test.)</li> </ul> <p>Deadline to submit <b>VSEP Resubmission</b> form of CWC for consideration in fall semester.</p> <p>Deadline to submit <b>Special Permission Request</b> form for students in grades 6-8 enrolled in 2nd semester block classes and students in grades 3-8 enrolled in yearlong classes for:</p> <ul style="list-style-type: none"> <li>• grade 3-8 <i>Mathematics</i></li> <li>• grade 3-8 <i>Reading</i></li> <li>• grade 5 <i>Science</i></li> <li>• grade 8 <i>Science</i></li> <li>• grade 8 <i>Writing</i></li> <li>• Content Specific History: <i>Virginia Studies</i></li> <li>• Content Specific History: <i>Civics &amp; Economics</i></li> </ul>
☐	November 11, 2016	<p>Deadline to submit all revised <b>VSEP Intent to Participate</b> forms for:</p> <ul style="list-style-type: none"> <li>• students in 1st semester block classes</li> <li>• fall term graduates</li> <li>• students enrolled in yearlong courses who will be submitting the CWC in the spring</li> <li>• CWC submitted in fall semester for retest purposes (Student's previous attempt(s) was an online and/or paper SOL test.)</li> </ul>
☐	December 12, 2016	<p>Shipping materials arrive in school divisions to prepare Fall 2016 VSEP CWC for shipping to Pearson</p> <p><b>NOTE: Do not ship Fall VSEP CWC before January 3, 2017.</b></p>
☐	January 2 – March 31, 2017	Register students for Spring 2016 VSEP CWC submissions in PearsonAccess (SDU or manually)
☐	January 3, 2017	<p>Ship Fall VSEP CWC and resubmissions of Spring 2016 CWC to Pearson</p> <p><b>NOTE: Do not ship Fall VSEP CWC before January 3, 2017.</b></p>

<input type="checkbox"/>	January 5, 2017	Due Date for Fall VSEP CWC to arrive at Pearson
<input type="checkbox"/>	January 27, 2017	Fall 2016 VSEP preliminary reports available in PearsonAccess
<input type="checkbox"/>	January 27, 2017	Fall 2016 VSEP CWC returned to divisions
<input type="checkbox"/>	February 3, 2017	<p>Deadline to submit <b>VSEP Intent to Participate</b> form for:</p> <ul style="list-style-type: none"> <li>• students in 2nd semester block classes</li> <li>• spring term graduates</li> <li>• CWC submitted in spring semester for retest purposes. (Student's previous attempt(s) was an online and/or paper SOL test.)</li> </ul> <p>Deadline to submit <b>Special Permission Request</b> form for students in grades 6-8 enrolled in 2nd semester block classes for:</p> <ul style="list-style-type: none"> <li>• grade 6-8 <i>Mathematics</i></li> <li>• grade 6-8 <i>Reading</i></li> <li>• grade 8 <i>Science</i></li> <li>• grade 8 <i>Writing</i></li> <li>• Content Specific History: <i>Civics &amp; Economics</i></li> </ul>
<input type="checkbox"/>	February 17, 2017	Deadline to submit <b>VSEP Resubmission</b> form for resubmissions of Fall 2016 CWC only
<input type="checkbox"/>	February 24, 2017	Deadline to ship Fall 2016 <b>VSEP CWC for Rescore</b> to Pearson
<input type="checkbox"/>	March 3, 2017	<p>Deadline to submit all revised <b>VSEP Intent to Participate</b> forms for:</p> <ul style="list-style-type: none"> <li>• students in 2nd semester block classes</li> <li>• spring term graduates</li> <li>• CWC submitted in spring semester for retest purposes. (Student's previous attempt(s) was an online and/or paper SOL test.)</li> </ul>
<input type="checkbox"/>	April 28, 2017	Spring 2017 VSEP CWC shipping materials arrive in divisions
<input type="checkbox"/>	May 10, 2017	Deadline to ship Spring 2017 VSEP CWC and resubmissions of Fall 2016 CWC to Pearson
<input type="checkbox"/>	May 12, 2017	Due Date for Spring VSEP CWC to arrive at Pearson
<input type="checkbox"/>	May 19, 2017	Spring 2017 VSEP preliminary reports available in PearsonAccess
<input type="checkbox"/>	June 2, 2017	Spring 2017 VSEP CWC returned to divisions
<input type="checkbox"/>	June 30, 2017	Deadline to ship Spring 2017 <b>VSEP CWC for Rescore</b> to Pearson

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## IMPORTANT REMINDERS FOR 2016–2017

### Manual Format

- The *2016–2017 VSEP Implementation Manual* is a guide primarily for teachers who are collecting work samples for students participating in the VSEP assessment. It includes the following information:
  1. program description
  2. identifying students for the VSEP
  3. roles and responsibilities of staff
  4. implementation procedures
  5. guidelines for preparing evidence
  6. summary of scoring, rescoring, and resubmission processes
  7. frequently asked questions by teachers
  8. forms
  9. checklists
  10. procedures for reporting assessment violations
  11. Virginia General Assembly legislation regarding the repercussions of violating test security:
    - § 22.1–19.1 Actions for violations of test security procedures
    - § 22.1–292.1 Violation of test security procedures: revocation of license

**NOTE:** Please destroy all 2015–2016 *VSEP Implementation Manuals*.

### Participation Guidelines

- Students are not permitted to participate in the VSEP and the Standards of Learning (SOL) assessments for the same subject area during the same administration.

### VSEP Participation Criteria

- The school principal (or designee) must ensure that all Individualized Education Program (IEP) Teams/504 Committees understand the VSEP participation criteria and apply them appropriately when considering students with disabilities for the VSEP (see Section 2).

## **Course Work Compilation (CWC)**

- Make sure that only the 2016–2017 VSEP forms in Appendices B through H and M through P, and checklists in Appendices I through L are used in conjunction with 2016–2017 submissions. Please destroy all “old” VSEP forms and checklists.

## **Standards, Blueprints, and Curriculum Frameworks**

- Since revisions to the SOL in all content areas have been completed, it is important that teachers use the correct SOL, blueprints, and curriculum frameworks to guide the CWC process for first time submissions as well as resubmissions. Refer to Section 4.3.2 for more information.

## **VSEP Evidence**

- Anecdotal records and captioned photographs are not allowed as evidence of students’ work in the VSEP CWC.
- VSEP evidence must be completed in the presence of the content teacher or other school personnel and under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers (see Section 5.1).
- Multiple attempts by students to complete the same work samples using worksheets, tests, or quizzes are not acceptable as evidence. Work samples submitted as evidence must not have been attempted before by the student individually or as a member of an instructional group (see Section 5.3.1).
- If a work sample in the VSEP CWC is clearly below the level of the SOL, the highest score point the student can achieve is “1.”

## **Multiple-Choice Evidence for the Grade 8 or EOC *Writing* assessment**

- The Virginia Department of Education will consider requests from school divisions to allow evidence presented in a multiple-choice format for selected students participating in the VSEP Grade 8 or End-of-Course *Writing* assessment. Refer to Section 4.3.3 for details regarding the request procedure.

## **Procedures for Reporting Irregularities and Violations**

- Irregularities for the VSEP must be reported to the Virginia Department of Education as directed by the Division Director of Testing (DDOT) using the Testing Irregularity Web Application System (TIWAS).

**All known violations of the VSEP assessment procedures and security guidelines shall be reported by e-mail at: [Student\\_Assessment@doe.virginia.gov](mailto:Student_Assessment@doe.virginia.gov) or by phone at: (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 SUBSTITUTE EVALUATION PROGRAM DESCRIPTION

The Virginia Substitute Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disabilities are unable to participate in the Standards of Learning (SOL) assessments even with testing accommodations. The VSEP is available to students with disabilities who are enrolled in courses which require end-of-course (EOC) SOL assessments or who need the grade 8 numeracy and literacy certification required to earn a Modified Standard Diploma (refer to the *NOTE* below for the Modified Standard Diploma requirement). Students participating in the VSEP are required to provide evidence of achievement through a Course Work Compilation (CWC) based on the same standards as students taking the SOL tests.

With special permission from the Virginia Department of Education, students with disabilities in grades 3–8 may submit a CWC which demonstrates their knowledge and skill in the content area(s) of: *Grades 3–8 Mathematics* and/or *Reading*, *Grade 5 Science*, *Grade 8 Science*, *Grade 8 Writing*, and/or *Content Specific History (Virginia Studies and Civics & Economics)*. Typically students eligible to submit CWCs have experienced a new disability, rapid deterioration in skills, or a unique disability that prevents the student from accessing the SOL assessment even with allowed testing accommodations.

A student’s CWC represents his or her performance and skills attained within a specific subject area addressed in the SOL test blueprint. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a Standard Diploma with or without credit accommodations, an Advanced Studies Diploma, or to meet the requirements of a Modified Standard Diploma.

Students who meet the VSEP participation criteria may submit a VSEP CWC for the following courses:

## EOC content areas

- *Writing*
- *Reading*
- *Algebra I*
- *Algebra II*
- *Geometry*
- *Biology*
- *Earth Science*
- *Chemistry*
- *Virginia and United States History*
- *World History I*
- *World History II*
- *World Geography*

## Grade 8 content areas required for the Modified Standard Diploma

- *Reading* (literacy assessment)
- *Mathematics* (numeracy assessment)

**NOTE:** The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013–2014 school year.

## Grades 3–8 Special Permission Request VSEP

- Grades 3–8 *Reading*
- Grades 3–8 *Mathematics*
- Grades 5 and 8 *Science*
- Content Specific History (*Virginia Studies* and *Civics & Economics*)
- Grade 8 *Writing*

Use Tables 1 and 2 in Section 4.3.2 to help select the correct standards for the EOC and Grade 8 literacy/numeracy CWC. Use Table 3 in Section 4.5.4 to help select the correct standards for the Grades 3–8 Special Permission Request VSEP CWC.

## 2. ELIGIBILITY FOR VSEP

The identification of students to participate in the VSEP is a responsibility of the Individualized Education Program (IEP) Team/504 Committee. In exercising this responsibility, all IEP Teams/504 Committees are required to use the criteria for participation described in: *Students with Disabilities: Guidelines for Assessment Participation*, available on the Virginia Department of Education's Web site at:

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

The completed electronic *2016–2017 VSEP Intent to Participate* form (a sample form is available in Appendix B) must be submitted to the Virginia Department of Education for review to determine if the IEP Team/504 Committee has selected an appropriate VSEP participant by adhering to the VSEP participation criteria and by providing a reasonable justification based on the student's disability, performance, and use of accommodations.

Students with disabilities in grades 3–8 who are unable to access the SOL assessments: Grades 3–8 *Mathematics* and/or *Reading*, Grade 5 *Science*, Grade 8 *Science*, Grade 8 *Writing*, and/or *Content Specific History (Virginia Studies and Civics & Economics)* must receive special permission from the Virginia Department of Education in order to participate in VSEP. Procedures regarding the special permission requests are located in Section 4.5. The electronic *Special Permission Request* form must be submitted to the Virginia Department of Education using the Single Sign-on for Web Systems (SSWS) Dropbox.

## 3. SCHOOL DIVISION RESPONSIBILITIES FOR THE VSEP

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

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

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 VSEP requirements and procedures and the dissemination of VSEP reports. The DDOT also has the responsibility of developing a local process to ensure that each Evaluation Plan is reviewed by appropriate division staff. This review ensures that the products and methods planned address the SOL and do not violate VSEP scoring rules. Additionally, the DDOT must review the *2016–2017 VSEP Intent to Participate* form completed by each student’s IEP Team/504 Committee to ensure compliance with the participation criteria.

### **Director of Special Education**

In addition to being familiar with VSEP 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 VSEP CWC. Additionally, the Director of Special Education must review the *2016–2017 VSEP Intent to Participate* form completed by each student’s IEP Team/504 Committee to ensure compliance with the participation criteria. The Director of Special Education and the DDOT are encouraged to share responsibilities for planning and to ensure that appropriate training and materials are provided to teachers and all other division staff responsible for the implementation of VSEP. The Director of Special Education is also expected to work closely with the DDOT in establishing and implementing a plan for the review of Evaluation Plans.

### **School Administrator**

The School Administrator, particularly the building principal, plays an important role in ensuring that the IEP Teams/504 Committees understand the VSEP participation criteria and apply them appropriately when considering students with disabilities for the VSEP. In addition, the principal (or designee) is responsible for the implementation of a process for reviewing and monitoring each student’s CWC.

### **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 VSEP are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the CWC to ensure that all SOL are addressed. Any questions the School Coordinator has regarding the VSEP are to be directed to the DDOT or Director of Special Education.

### **Course Content Teacher**

The course content teacher is responsible for implementing the VSEP guidelines according to the procedures contained in this manual. The remaining sections of this manual contain more specific information about the teacher’s duties and responsibilities for the VSEP. Any questions the course content teacher has regarding the VSEP are to be directed to the School Coordinator.

## Special Education Teacher

Like the course content teacher, the special education teacher is responsible for implementing the VSEP according to the established guidelines. The special education teacher is responsible for supporting the instruction of students participating in VSEP by providing effective strategies and adapting materials. Any questions the special education teacher has regarding the VSEP are to be directed to the School Coordinator.

## Interpreters

Interpreters may be used for students who are deaf or hard of hearing and who have interpretation documented as an accommodation in their Individualized Education Program (IEP) or 504 Plan. Interpreters may be used to facilitate communication for gathering student evidence in an accurate and professional manner. Additional information regarding the role of the interpreter before, during, and after the evidence gathering process is available in Testing Memo No. 1104 (September 10, 2013).

## 4. PREPARING FOR THE VSEP

### 4.1 During the IEP Team/504 Committee Meeting

#### 4.1.1 Inform parents and students about the VSEP

Local school divisions are responsible for informing parents and students with disabilities of the VSEP participation criteria and the division and state review process of the *2016–2017 VSEP Intent to Participate* form used to determine whether students are qualified for the VSEP. The parents and students should also be informed about the development and division review of the VSEP Evaluation Plan. During the Individualized Education Program (IEP) Team/504 Committee meeting, school division staff should communicate how evidence of student performance will be collected, the types of evidence allowed for VSEP, and the conditions for gathering such evidence. If a video or an audio is to be submitted as evidence, school divisions must obtain a signed release form. Consent documentation should remain on file in the school division.

Information for parents is available from Parent Resource Centers, DDOTs, Directors of Special Education, the Virginia Department of Education Division of Special Education and Student Services, and the Virginia Department of Education Division of Student Assessment and School Improvement.

#### 4.1.2 Examine how the student accesses SOL content and demonstrates skills and knowledge

The IEP Team/504 Committee should examine how the student accesses content and demonstrates the knowledge learned in the general education course being considered for the VSEP. Consideration for participation in the VSEP is on a test-by-test basis. The IEP Team/504 Committee should examine the full range of accommodations available for the SOL tests before considering the student for the VSEP. If the IEP Team/504 Committee finds that the student cannot be

accommodated on a specific SOL assessment, the team should consider the criteria for participation in the VSEP. If the student meets the criteria for a specific course content area, the *VSEP Intent to Participate* form should be completed.

#### 4.1.3 Complete *VSEP Intent to Participate* form

The electronic *VSEP Intent to Participate* form must be completed by the IEP Team/504 Committee to document the student's eligibility for VSEP participation. A sample of this form is available in Appendix B. The electronic form is available on the Virginia Department of Education Web site at:

[doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml)

A separate *VSEP Intent to Participate* form must be completed for each content area for which the student will be assessed. The *Intent to Participate* form includes the following sections:

- **Section I – Student Information**

- **Section II – School Division Information**

- **Section III – Qualifying Statements**

Each qualifying statement must be checked “Yes.” If any statement is checked “No” the student cannot participate in VSEP.

- **Section IV – Justification**

Provide a justification regarding why the VSEP has been identified as the only assessment option appropriate for this student to demonstrate knowledge of grade level content for the subject/course indicated in Section I. These responses must be individualized to this specific student.

- **Brief overview of the student’s disability:** List the student's disability and describe the student's weaknesses and/or deficits in the content area of this VSEP request that occur as a result of the disability.
- **Impact of the disability on the student’s academic performance in the content area of the VSEP request:**
  - Describe the types of activities and work assigned to the student (e.g., classroom activities or assignments, homework, projects, etc.) and the student’s performance on that work.
  - Describe the various assessment formats administered to the student in the classroom (e.g., quizzes, tests, performance-based assessments, etc.), any accommodations provided, and the student’s performance on those assessments.
- **Details of student performance on SOL assessments and testing accommodations used in the content area of this VSEP request:**
  - List the student’s performance on all previous SOL tests in the content area of this VSEP request and the testing accommodations used.

- List all testing accommodations currently documented in the student's existing IEP/504 Plan in the content area of this VSEP request.
- **Summary of VSEP justification:**
  - Provide a detailed explanation of why, even with accommodations, the student's disability prevents access to the SOL assessment in the content area of this VSEP request.
- **Section V – Participants**

List the names of all IEP Team/504 Committee members responsible for determining VSEP participation.
- **Section VI – DDOT and Director of Special Education Review Verification and Registration**

The DDOT and the Director of Special Education are required to document their review of the *Intent to Participate* form for completeness and accuracy. In addition, the DDOT must verify that the student has been registered in PearsonAccess and assigned the VSEP assessment(s).
- **Section VII – VSEP Intent to Participate Approval/Denial**

Virginia Department of Education staff will indicate if the *Intent to Participate* has been “Approved,” “Approved with Conditions,” “Denied Pending,” or “Denied.” If conditions are indicated, all conditions should be addressed before the student is allowed to participate in the VSEP.

#### **4.2 Submission of VSEP Intent to Participate Form for Virginia Department of Education Review**

After the *Intent to Participate* form has been completed and reviewed by the DDOT and the Special Education Director, school divisions must submit the completed *VSEP Intent to Participate* electronic forms to the Virginia Department of Education no later than **October 7, 2016**, for students enrolled in yearlong courses or students enrolled in first semester block scheduled classes. Completed *VSEP Intent to Participate* electronic forms must be submitted to the Virginia Department of Education no later than **February 3, 2017**, for students enrolled in second semester block scheduled classes. Early submission is encouraged and recommended. Follow the directions on the last page of the form for submission using the Single Sign-on for Web Systems (SSWS) Dropbox, To: Cathy Learnard and CC: Chancie Dunkley at the Virginia Department of Education.

Each section of the form will be reviewed by Virginia Department of Education staff to determine if the information indicates that the student meets all of the participation criteria for VSEP and that the school division has provided a reasonable rationale for participation based on the student's disability and its impact. Results of the review will be indicated as “Approved,” “Approved with Conditions,” “Denied Pending,” or “Denied.” on the *VSEP Intent to Participate* form sent back to the DDOT through the SSWS Dropbox. If conditions are indicated, all conditions should be addressed before the student is allowed to participate in the VSEP.

If a “Denied Pending” response is returned, the deficiencies noted may be addressed by adding additional information to the *VSEP Intent to Participate* form and sending the revised form back to the Virginia Department of Education via the SSWS Dropbox. The revised *VSEP Intent to Participate* forms are due by these deadlines: revised *VSEP Intent to Participate* forms for the Fall 2016 administration are due by November 11, 2016 and all Spring 2017 revisions are due by March 3, 2017.

**NOTE:** The late submission of a *VSEP Intent to Participate* form will be reviewed ONLY if there are extenuating circumstances. A note explaining the extenuating circumstance must be included with the form.

### **4.3 After Virginia Department of Education Approval of the *VSEP Intent to Participate* Form is Received**

Once the *VSEP Intent to Participate* form has been approved by the Virginia Department of Education, the student’s course content teacher and special education teacher are responsible for developing the *VSEP Evaluation Plan/Worksheet* for the course in which the student is being assessed and submitting it for local review.

If after VDOE approval is received, and the IEP Team determines that the student will not submit a VSEP CWC, the School Coordinator must notify the DDOT immediately. The DDOT must notify the Virginia Department of Education and remove the student’s registration from PearsonAccess.

#### **4.3.1 Complete *VSEP Evaluation Plan/Worksheet***

The *Evaluation Plan/Worksheet* explains how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. It must address the products and the methods planned over the duration of the course and must reflect a complete demonstration of the skills and knowledge of the standards addressed in the test blueprint. Consideration must also be given to the depth of knowledge that is expected of the student for the SOL to be defended. (Refer to Appendix E for the *Depth of Knowledge Categories Based on Bloom’s Taxonomy*.) The Evaluation Plan should be unique and individualized to the student. When completing the *Evaluation Plan/Worksheet*, consider:

- the student’s disability;
- how the student accesses SOL content;
- how the student demonstrates skills and knowledge; and
- specific assessment methods or products for each SOL stem and bullet.

*VSEP Evaluation Plan/Worksheet* documents are available at:

**[www.doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml)**

A sample *VSEP Evaluation Plan/Worksheet* is available in Appendix F.

### 4.3.2 Use the Correct Standards, Blueprints, and Curriculum Frameworks

The SOL for all content areas have been revised. Previous standards are still used for those students who need to submit or resubmit a CWC and who were taught the curriculum based on the previous standards. Use the tables that follow to identify the correct standards for the CWC.

### VSEP CWC Submissions for End-of-Course (EOC) Content Areas

Use the information in the table below to select the correct standards for completing the VSEP CWC for EOC assessments.

**Table 1. List of EOC Content Areas, Criteria for Selecting the Correct SOL, and Web Addresses for Test Blueprints and Curriculum Frameworks**

Standards of Learning Content Areas	Criteria for submitting the CWC using the Current Standards	Criteria for submitting the CWC using the Previous Standards
<b>EOC History/Social Sciences</b> VA & US History World History I World History II World Geography	<b>2008 Standards.</b> Students who are currently enrolled or re-enrolled in EOC VA & US History, World History I, World History II, or World Geography and students who previously passed the class.	Previous standards are no longer available.
<b>Web address for test blueprints and curriculum frameworks</b>	<b><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml</a></b>	

**Table 1. List of EOC Content Areas, Criteria for Selecting the Correct SOL, and Web Addresses for Test Blueprints and Curriculum Frameworks, continued**

<b>Standards of Learning Content Areas</b>	<b>Criteria for submitting the CWC using the Current Standards</b>	<b>Criteria for submitting the CWC using the Previous Standards</b>
<b>EOC Mathematics</b> Algebra I Geometry Algebra II	<b>2009 Standards.</b> Students who are currently enrolled or re-enrolled in EOC Algebra I, Geometry, or Algebra II and students who passed the class in <u>fall 2011 or thereafter</u> should submit or resubmit a CWC based on the 2009 SOL.	<b>2001 Standards.</b> Generally, a student who passed EOC Algebra I, Geometry, or Algebra II prior to fall 2011 should submit or resubmit a CWC based on the 2001 SOL.
<b>Web address for test blueprints and curriculum frameworks</b>	<b><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml</a></b>	<b><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/2001/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/mathematics/2001/index.shtml</a></b>
<b>EOC Science</b> Earth Science Biology Chemistry	<b>2010 Standards.</b> Students who are currently enrolled or re-enrolled in EOC Earth Science, Biology, or Chemistry and students who passed the class in <u>fall 2012 or thereafter</u> should submit or resubmit a CWC based on the 2010 SOL.	<b>2003 Standards.</b> Generally, a student who passed EOC Earth Science, Biology, or Chemistry <u>prior to fall 2012</u> should submit or resubmit a CWC based on the 2003 SOL.
<b>Web address for test blueprints and curriculum frameworks</b>	<b><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml</a></b>	<b><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/science/2003/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/science/2003/index.shtml</a></b>
<b>EOC Reading</b>	<b>2010 Standards.</b> Students who are currently enrolled or re-enrolled in an English course covering the EOC Reading SOL (English 11 for example), and students who passed an English course covering the EOC Reading 2010 SOL in <u>fall 2012 or thereafter</u> should submit or resubmit a CWC based on the 2010 SOL.	<b>2002 Standards.</b> Generally, a student who passed an English course covering the EOC English: Reading 2002 SOL (English 11 for example) <u>prior to fall 2012</u> , should submit or resubmit a CWC based on the 2002 SOL.
<b>Web address for test blueprints and curriculum frameworks</b>	<b><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml</a></b>	<b><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/english/2002/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/english/2002/index.shtml</a></b>
<b>EOC Writing</b>	<b>2010 Standards.</b> Students who are currently enrolled or re-enrolled in an English course covering the EOC Writing SOL (English 11 for example), and students who passed an English course covering the EOC Writing 2010 SOL in <u>spring 2013 or thereafter</u> should submit or resubmit a CWC based on the 2010 SOL.	<b>2002 Standards.</b> Generally, a student who passed an English course covering the EOC English: Writing 2002 SOL (English 11 for example) <u>prior to spring 2013</u> , should submit or resubmit a CWC based on the 2002 SOL.
<b>Web address for test blueprints and curriculum frameworks</b>	<b><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml</a></b>	<b><a href="http://www.doe.virginia.gov/testing/sol/standards_docs/english/2002/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/english/2002/index.shtml</a></b>

## VSEP CWC Submissions for Modified Standard Diploma

The Modified Standard Diploma (MSD) is available only to students currently in high school who entered the 9th grade for the first time prior to the 2013–2014 school year. Use the information in the table below to select the correct standards for completing the CWC for the numeracy and/or literacy requirement for the Modified Standard Diploma.

**Table 2. Grade 8 Mathematics and Reading Criteria for Selecting the Correct SOL, and Web Addresses for Test Blueprints and Curriculum Frameworks for the MSD**

Content Areas for CWC Submissions for Modified Standard Diploma Requirements	Criteria for submitting the CWC using the Current Standards	Criteria for submitting the CWC using the Previous Standards
<b>Grade 8 Mathematics</b> For the Modified Standard Diploma Numeracy Requirement	<b>2009 Standards.</b> Generally, a student who completed Grade 8 Mathematics in <u>spring 2012 or thereafter</u> should submit or resubmit a CWC based on the 2010 SOL.	<b>2001 Standards.</b> Generally, a student who completed Grade 8 Mathematics <u>prior to spring 2012</u> should submit or resubmit a CWC based on the 2001 SOL.
<b>Web address for test blueprints and curriculum frameworks</b>	<a href="http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml</a>	<a href="http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/2001/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/mathematics/2001/index.shtml</a>
<b>Grade 8 Reading</b> For the Modified Standard Diploma Literacy Requirement	<b>2010 Standards are not eligible for a VSEP CWC to be submitted for the Modified Standard Diploma.</b>	<b>2002 Standards.</b> All students must submit or resubmit a CWC based on the 2002 SOL.
<b>Web address for test blueprints and curriculum frameworks</b>		<a href="http://www.doe.virginia.gov/testing/sol/standards_docs/english/2002/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/english/2002/index.shtml</a>

### 4.3.3 Local review of the VSEP Evaluation Plan/Worksheet

The *VSEP Evaluation Plan/Worksheet* is submitted to a review process conducted at the local level. The building administrator or designee is responsible for submitting the completed *VSEP Evaluation Plan/Worksheet* to the DDOT, who is responsible for convening a panel of reviewers. The panel should include persons who are familiar with course content and the VSEP scoring rules. The local review process should include an examination of proposed products and methods of collection to determine that:

- All parts of the SOL (stem and bullets) have been addressed;
- No multiple-choice evidence is proposed unless prior approval has been received by the Virginia Department of Education for the Grade 8 or EOC *Writing* assessment (see below); and
- No VSEP scoring rules will be violated (refer to Section 6.2.2).

The panel must document their review of the student's *VSEP Evaluation Plan/Worksheet* using either the *VSEP Evaluation Plan/Worksheet* Local Review form

(available in Appendix F) or another locally developed form. Approval status may be “Approved,” “Approved with Conditions,” or “Denied.” If conditions are indicated, all conditions should be addressed before student work is collected for the CWC. The *VSEP Evaluation Plan/Worksheet* is not to be submitted to the Virginia Department of Education. Copies of the *VSEP Evaluation Plan/Worksheet* and the local review documentation should be maintained at the school and in the office of the DDOT.

**Multiple-choice evidence for Grade 8 or EOC Writing.** In some instances, students with significant physical disabilities may require a Grade 8 or EOC *Writing Evaluation Plan/Worksheet* which specifies the use of assessment methods in multiple-choice format. In such cases, prior to the development of the *Evaluation Plan/Worksheet*, the Director of Special Education must submit a written request to the Virginia Department of Education Division of Student Assessment and School Improvement. The written request should include an explanation of why the student needs a multiple-choice format in order to demonstrate knowledge of the *Writing SOL*. These written requests must be submitted through the Single Sign-on for Web Systems (SSWS) Dropbox: Receiver field: Learnard, Cathy and CC field: Dunkley, Chancie. The Virginia Department of Education will approve or deny the use of multiple-choice evidence for the Grade 8 or EOC *Writing CWC*. The approvals must be maintained locally with the *Evaluation Plan/Worksheet* at the school and in the office of the DDOT, and a copy of the approval must be included in the student’s CWC submitted for scoring.

#### 4.4 Inform Student and Parent(s) of Requirements

After the *VSEP Evaluation Plan/Worksheet* has received local approval, the course content teacher and/or special education teacher should notify the student and parent(s) of the approval and meet with them to review the requirements and expectations of the VSEP. This review should include, but not be limited to, the discussion of the:

- SOL test blueprint for the content area assessed;
- approved evaluation plan;
- types of evidence needed to demonstrate the depth of knowledge and skills addressed by the SOL;
- scoring rules and procedures; and
- anticipated submission date of the completed CWC.

#### 4.5 Special Permission Request

The Virginia Department of Education will grant special permission for a small number of eligible students with disabilities in grades 3–8 who are unable to access SOL Grade 3–8 *Mathematics, Reading, Science, Content Specific History, and/or Writing* assessments to submit a CWC to demonstrate knowledge of the content (refer to Table 3 for a detailed list of assessments). Typically, students eligible to submit CWCs have experienced a new disability, rapid deterioration of sensory functions, or a unique disability that prevents the student from accessing the SOL assessment even with allowed testing accommodations. Procedures for completing the *Special Permission Request* form are provided below. A sample of this form

is available in Appendix L. The electronic *Special Permission Request* form is available on the Virginia Department of Education Web site at:

**[www.doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml)**

Care must be taken to ensure that all sections are completed and that substantial supporting documentation is included. School divisions must submit the completed *Special Permission Request* form to the Virginia Department of Education no later than **October 7, 2016**, for students in grades 3–8 enrolled in yearlong courses or students in grades 6–8 enrolled in first semester block scheduled classes. Completed *Special Permission Request* forms must be submitted to the Virginia Department of Education no later than **February 3, 2017**, for students in grades 6–8 enrolled in second semester block scheduled classes. Early submission is encouraged and recommended. Forms must be submitted through the Single Sign-on for Web Systems (SSWS) Dropbox.

**NOTE:** *Special Permission Request* forms submitted after the deadline will be reviewed **ONLY** if there are extenuating circumstance. The extenuating circumstances must be documented in writing.

#### **4.5.1 Complete the *Special Permission Request* form**

The *Special Permission Request* must be completed in its entirety for consideration for the submission of a grade 3–8 VSEP CWC. A separate form must be submitted for each content area requested.

The *Special Permission Request* form includes the following sections:

- **Section I – Student and School Information**

This section lists the division, student, and school information.

- **Section II – Qualifying Questions**

Each qualifying question must be answered “Yes.” If any question is answered “No,” special permission to submit a VSEP CWC will be denied by the Virginia Department of Education.

- **Section III – Documentation to Support Special Permission Request**  
Comprehensive documentation must be provided to support each statement in this section. Information discussed in this section includes: the student’s grade level content area performance; how the student accesses grade level content; use of instructional and testing accommodations; and the student’s unique disability challenge that prevents access to the SOL test even with accommodations.
- **Section IV – Justification Statement**  
A detailed statement must be provided in this section explaining why it has been determined that a CWC is the only assessment method appropriate for the student. Provide the names of the IEP Team/504 Committee participants who determined that VSEP was the most appropriate assessment option.
- **Section V – Review Verification**  
This section requires the names of school personnel (or designees) who reviewed and approved the *Special Permission Request*. Required school personnel include the building principal where the student is enrolled, the Division Director of Testing (DDOT) and the Director of Special Education.

#### **4.5.2 Submission of VSEP Special Permission Request for Virginia Department of Education review**

After the *Special Permission Request* has been reviewed and approved by the building principal, the DDOT, and the Special Education Director, follow the directions on the last page of the form to submit it using the Single Sign-on for Web Systems (SSWS) Dropbox, To: Cathy Learnard and CC: Chancie Dunkley at the Virginia Department of Education.

#### **4.5.3 Virginia Department of Education review of Special Permission Request**

The *Special Permission Request* will be reviewed by Virginia Department of Education student assessment and special education staff to determine if the information provided indicates that the student meets the special permission participation criteria for grades 3–8 VSEP and offers substantial documentation with a reasonable rationale to support this request. Results of the review will be indicated as “Approved,” “Approved with Conditions,” “Denied Pending,” or “Denied” and submitted to the DDOT through the SSWS Dropbox using the *Special Permission Request Approval/Denial* form.

#### **4.5.4 Development of the Student Evaluation Plan/Worksheet**

Following approval of the *Special Permission Request*, the student’s content teacher and special education teacher are responsible for developing the *VSEP Evaluation Plan/Worksheet* for the content for which the student will be submitting a CWC. Use the table on the following page to identify and locate the correct standards for the CWC. The completed *VSEP Evaluation Plan/Worksheet* must be submitted for local review. Refer to Section 4.3 for further details regarding the *VSEP Evaluation Plan/Worksheet* and local review.

**Table 3. Special Permission Request VSEP Content Areas, CWC Submission Timeline, and Web Site Addresses for SOL Blueprints and Curriculum Frameworks**

<b>Content Area</b>	<b>Fall Test Administration Submissions are Permitted Only for 1st Semester Block Schedules As Indicated Below</b>	<b>Spring Test Administration Submissions Permitted are Permitted for 2nd Semester Block and Yearlong Schedules As Indicated Below</b>	<b>Web Site Addresses for SOL Blueprints and Curriculum Frameworks</b>
Grade 3 <i>Reading</i> (2010)	No	Yes	www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml
Grade 4 <i>Reading</i> (2010)	No	Yes	
Grade 5 <i>Reading</i> (2010)	No	Yes	
Grade 6 <i>Reading</i> (2010)	Yes	Yes	
Grade 7 <i>Reading</i> (2010)	Yes	Yes	
Grade 8 <i>Reading</i> (2010)	Yes	Yes	
Grade 8 <i>Writing</i> (2010)	Yes	Yes	
<b>Mathematics</b>			
Grade 3 <i>Mathematics</i> (2009)	No	Yes	www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml
Grade 4 <i>Mathematics</i> (2009)	No	Yes	
Grade 5 <i>Mathematics</i> (2009)	No	Yes	
Grade 6 <i>Mathematics</i> (2009)	Yes	Yes	
Grade 7 <i>Mathematics</i> (2009)	Yes	Yes	
Grade 8 <i>Mathematics</i> (2009)	Yes	Yes	
<b>Science</b>			
Grade 5 <i>Science</i> (2010)	No	Yes	www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml
Grade 8 <i>Science</i> (2010)	Yes	Yes	
<b>History and Social Science</b>			
Content Specific History: <i>Virginia Studies</i> (2008)	No	Yes	www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml
Content Specific History: <i>Civics &amp; Economics</i> (2008)	Yes	Yes	

#### 4.5.5 Inform student and parent(s) of requirements

After the *VSEP Evaluation Plan/Worksheet* has received local approval, the course content teacher and/or special education teacher should notify the student and parent(s) of the approval and meet with them to review the requirements and expectations of the VSEP program. Refer to Section 4.4 for details.

## 5. COURSE WORK COMPILATION

A Course Work Compilation (CWC) is a collection of student work completed under testing conditions that demonstrates the student's level of individual achievement for a specific SOL course/content area. The School Coordinator and other school or division personnel should monitor the development of students' CWC prior to submission for scoring. All evidence in the CWC is secure testing material and must be maintained in a secure manner.

### 5.1 Testing Conditions for Completing Evidence

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

### 5.2 Include Varied Types of Evidence

Students must submit a CWC containing representative samples of work that demonstrate individual knowledge and skills in content based on the SOL. The actual evidence selected may include, but is not limited to: work samples, audios, videos, interviews, charts/graphs, and other student-generated work. The evidence selected should reflect consistent use of classroom accommodations specified for the student in his or her IEP or 504 Plan. It should be noted that certain accommodations used for instruction, classroom assignments, or classroom assessments may not be permitted when completing VSEP evidence. **Multiple-choice tests submitted as evidence will not be scored**, except in cases in which written approval has been granted by the Virginia Department of Education for the Grade 8 or EOC *Writing* assessment. ONLY work completed by the student under the direct supervision of a teacher or other school staff is allowed in the CWC. Adherence to the approved evaluation plan is very important. All evidence submitted must be identified by a completed *Student Evidence Identification* (SEI) Tag and must be graded so the correct and incorrect answers are clearly identified or include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Several examples of evidence that may be included in a CWC are as follows:

### **Example 1**

SOL *Writing*: 10.8: The student will collect, evaluate, organize, and present information to create a research product.

- a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- c) Verify the accuracy, validity, and usefulness of information.

Evidence: A student may submit an in-depth research paper on a subject of interest that includes a bibliography of cited works. The research paper must be graded by the teacher.

### **Example 2**

SOL WHI.3: The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

- a) locating these civilizations in time and place.

Evidence: A student may submit a timeline of the ancient river valley civilizations. She/he may submit maps and indicate the locations of the ancient river valley civilizations. The timeline must be graded by the teacher.

### **Example 3**

SOL *Mathematics* 8.9: The student will construct a three-dimensional model, given the top or bottom, side, and front views.

Evidence: The student may submit a video of her/his performance constructing three-dimensional models when given the top or bottom, side, and front views. The teacher should include a transcription of the video along with a statement of accuracy of the student work.

### **Example 4**

SOL ES.1: The student will plan and conduct investigations in which

- c) scales, diagrams, charts, graphs, tables, imagery, models, and profiles are constructed and interpreted.

Evidence: The student may submit scales, diagrams, maps, charts, graphs, tables, and profiles that she/he has constructed after completing laboratory investigations. Worksheets on which the student has answered questions interpreting her/his work samples may also be submitted. All evidence must be graded.

- Students are expected to demonstrate the depth of knowledge addressed by the SOL when completing work samples for the VSEP CWC. Refer to the following resources and tools:
  - SOL Curriculum Frameworks and SOL Enhanced Scope and Sequence ([www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml))

- SOL Enhanced Scope and Sequence Plus ([www.ttaonline.org/staff/sol/sol.asp](http://www.ttaonline.org/staff/sol/sol.asp))

This resource provides teachers with differentiated lessons to deliver SOL-based content instruction to students with disabilities (and/or limited English proficiency). In addition to lesson plans aligned to the SOL, the Enhanced Scope and Sequence Plus also includes research-based information and links, content-based strategies, and information on assessment accommodation.

- *Depth of Knowledge Categories Based on Bloom's Taxonomy* (Appendix E)  
The list of verbs in each knowledge category has been expanded.

- If a work sample in the VSEP evidence does not demonstrate the depth of knowledge addressed by the SOL, the highest score point the student can achieve is "1."

### 5.3 Description of Evidence and Examples

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

#### 5.3.1 Work Sample

Work samples may be submitted in the CWC. Work samples 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 the depth of knowledge and/or skills addressed in a specific or multiple SOL for the content area/grade level submission. Work samples may include worksheets, tests, quizzes, writing samples, and any other student-generated work that may be used to demonstrate skills and/or the depth of knowledge of the SOL addressed. The work sample must be completed under testing conditions as described in Section 5.1. 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 correctly so that the student's proficiency on the content is clear. A grade may be a letter grade, numerical grade, or an evaluative comment as determined by the teacher. Correct and incorrect answers should be clearly indicated.
- Care must be given to ensure that the work sample(s) addresses all the concepts stated in the SOL.

### 5.3.2 Audio

A student may submit audio evidence that demonstrates the student's skills and/or knowledge. The audio clip must contain only student-generated evidence. For example, the student may submit an audio clip of himself or herself reading aloud from a selection and answering questions about a specific topic. 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 CWC.

#### **Tips for Teachers**

- A parent/guardian signed release form that grants permission to record a student's voice is required before including an audio in the CWC. The signed release form should be maintained on file in the school division.
- Check with the School Coordinator to determine the required format(s) for audio.
- Include a transcript of the audio with a completed SEI Tag. This strategy is an excellent safeguard that ensures evidence is not lost if the audio equipment breaks or malfunctions.
- State the SOL number and description on the recording 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.
- An audio 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/encrypted flash drive/floppy disk/CD/DVD.

### 5.3.3 Video

A student may submit video evidence that demonstrates the student's skills and/or knowledge. The video clip 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 CWC.

#### **Tips for Teachers**

- A parent/guardian signed release form that grants permission to record a student's image and voice is required before including a video in the CWC. The signed release form should be maintained on file in the school division.
- Check with the School Coordinator to determine the required format(s) for videos.
- Include a transcript of the video with a completed SEI Tag. This is an excellent safeguard to ensure 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 tape/CD/DVD.

### 5.3.4 Interview

Interviews may be submitted in the CWC. Interviews may be conducted by the teacher with the student to demonstrate understanding of a concept or skill. The teacher would ask the student questions related to the topic being discussed and the student would respond. 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 as described in Section 5.1. The interview should include a statement of accuracy describing the student's level of achievement on the SOL being defended.

#### **Tips for Teachers**

- Interviews may be recorded by audio or video (see sections 5.3.2 and 5.3.3 for details). 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.
- Interview questions should be prepared in advance to ensure that the SOL content is completely addressed.
- Questions should not be given to the students prior to the interview.
- Interview questions should be short and clear to give the student the best opportunity to respond.
- Follow-up questions are permitted, but they must also be documented.

### 5.3.5 Data Chart/Graph

Charts and/or graphs may be submitted in the CWC as evidence of student achievement. These should reflect student skills and/or knowledge and may be generated by the teacher and/or student. Charts and graphs must contain specific information that relates to the student's skills and knowledge, the task that the student was directed to do, the date of performance, and the student's level of accuracy for achievement of the SOL being defended.

#### **Tips for Teachers**

- A chart or graph that simply indicates a student's level of progress on a specific skill may not provide enough information to rate the student's level of achievement for that skill.
- Charts and graphs must also be accompanied by a completed SEI Tag.

## 5.4 Select Evidence for SOL in the Test Blueprint

Standards evidenced should be those contained in the Virginia Standards of Learning Test Blueprint for the specific content area being assessed. Refer to Tables 1, 2, or 3 for the location of the appropriate SOL test blueprints on the Virginia Department of Education Web site.

Any standards noted in the blueprint as “SOL Excluded from This Test” should not be evidenced in the student’s CWC. ONLY those SOL described and contained within the test blueprint for a given course must be evidenced in the CWC. The CWC should reflect knowledge and skill(s) in each standard and reflect the student’s performance for a given standard to the greatest extent possible. The work submitted within the CWC must be solely that of the student.

Each SOL can be evidenced with a single entry or within the body of a larger work. Students may submit projects or papers that reflect proficiency on multiple standards. For example, a student may submit a research paper with citations to demonstrate a level of proficiency for multiple *English* standards. A student may submit a science experiment on video to demonstrate proficiency for multiple *Chemistry* standards.

### Tips for Teachers

- Label the evidence with SEI Tags to indicate all standards that are being addressed (including inferred standards).
- In all cases, evidence should demonstrate the full and complete knowledge and/or skills attained by the student in the SOL addressed.
- Evidence is rated based on the quality of work, not the quantity submitted.
- All evidence must be solely the student’s work completed in the presence of a teacher or other school personnel.
- All evidence must be completed under testing conditions in which the student does not have access to hints, clueing, or prompts that would provide answers.
- Evidence in a multiple-choice format is not allowed, unless written approval has been granted by the Virginia Department of Education for the Grade 8 or EOC *Writing* assessment.
- All evidence must be graded with correct and incorrect answers indicated or a statement of accuracy must be included.

## 5.5 Provide Special Accommodations

Students should complete the CWC using appropriate testing accommodations provided in their academic settings and documented in their IEP or 504 Plan. Testing accommodations must provide access to the VSEP but may not be allowed for the purpose of improving performance. Accordingly, all instructional and testing accommodations are not appropriate for use on statewide assessments.

## 5.6 Use Student Evidence Identification (SEI) Tag

Each item of evidence must have an SEI Tag. This tag identifies the assessment and provides the content area including SOL year, for example, *EOC Reading (2010)*, the specific SOL number, and any bullets addressed by the evidence.

The SEI Tag should also indicate whether the evidence is demonstrated or inferred. The term “Demonstrated” should be checked to describe evidence in which the SOL knowledge and skill are clearly shown. The term “Inferred” should be checked if the evidence permits a positive conclusion to be made regarding the student’s knowledge of SOL content. Typically, when “Inferred” is indicated, the evidence presented represents a higher-level skill. Knowledge of a less complex skill can be concluded (or inferred) on the basis of the higher-level skill that has been demonstrated. If an item of evidence demonstrates or infers more than one SOL, use a separate tag for each SOL demonstrated or inferred.

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input type="checkbox"/> VGLA	<input checked="" type="checkbox"/> VSEP
Content Area: <i>EOC Reading (2010)</i>	
SOL: A-10	
Bullet: a, b, c, d, e	
Inferred:	Demonstrated: <input checked="" type="checkbox"/>

## 5.7 Organize the CWC for Submission to the School Coordinator

The student’s course content and special education teachers should identify the evidence for inclusion in the CWC. Consideration should be given to the student’s program of study and exposure to all content assessed on the SOL test blueprint, as performance on the VSEP is based on the same standards. Any planned products or work samples should be written into the student’s course evaluation plan. Student-generated work samples such as research papers, projects, videos, audios, and all required documentation should be organized into a three-ring binder.

- Organize evidence according to the *VSEP Evaluation Plan/Worksheet*.
- If directed by your DDOT, place a Pre-ID label on the outside spine of the binder and on each piece of non-paper media. If you do not have a sufficient number of Pre-ID labels, make sure that each piece of non-paper evidence is clearly labeled with the student’s name, date of birth, State Testing Identifier (STI), and the name of the school division and school.
- Package videos and audios in a secure manner.
- Submit a transcript for each recording in case the evidence is lost or equipment malfunctions. Be sure to place a completed SEI Tag on each transcription.
- Include an SEI Tag on the case of each video and audio and write the information from the SEI Tag on the audio or video tape, CD, or DVD.

## **5.8 Complete 2016–2017 VSEP Course Work Compilation Submission Cover Sheet and Affidavit and Interpreter’s Affidavit (if applicable)**

All staff persons who have provided supervision of the student during the creation of the CWC must read and sign an *Affidavit of Student Performance*. The affidavit ensures that all work has been completed in the presence of the content area teacher or other school personnel under testing conditions, is solely the work of the student, and has not been altered, modified, or fabricated in any way. The building administrator or designee should also sign the affidavit after reviewing the CWC. A copy of the *2016–2017 VSEP Course Work Compilation Submission Cover Sheet and Affidavit* is located in Appendix H.

If an Interpreter was used, the signed *Interpreter’s Affidavit* is included in the CWC (see Appendix O).

## **5.9 Inspect the CWC and Prepare for Scoring**

Prior to submission of the CWC for scoring, the collection should be carefully reviewed by the course content teacher, special education teacher, and building administrator or designee. A *2016–2017 VSEP Teacher Checklist for Course Work Compilation* (Appendix I) and *2016–2017 Administrator Checklist for Course Work Compilation* (Appendix J) are provided to assist in these reviews.

The review should ensure that:

- all required forms are completed and signed;
- all SOL addressed in the test blueprint are defended in the CWC;
- all evidence is appropriately graded with a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher, and correct and incorrect answers are identified;
- all evidence includes a completed SEI Tag; and
- a Pre-ID student label has been placed on the outside spine of the binder and on each piece of non-paper media.

The *2016–2017 VSEP Completed Course Work Compilation Submission Checklist* in Appendix K may be used to review and inspect the CWC prior to submission for scoring.

# **6. VSEP SCORING SYSTEM**

## **6.1 Required Documentation for Scoring**

### **6.1.1 2016–2017 VSEP Course Work Compilation Submission Cover Sheet and Affidavit and Interpreter’s Affidavit (if applicable)**

A completed and signed *2016–2017 VSEP Course Work Compilation Submission Cover Sheet and Affidavit* must accompany each student’s CWC for scoring. This affidavit must be signed by all staff persons who have supervised the student during the creation of evidence submitted in the CWC.

If an Interpreter was used, the signed *Interpreter’s Affidavit* is included in the CWC (see Appendix O).

### **6.1.2 2016–2017 VSEP Intent to Participate Approval**

Include a copy of the *Intent to Participate Approval* form received from Virginia Department of Education.

### **6.1.3 Virginia Department of Education Approval to use Multiple-Choice Evidence for Grade 8 or EOC Writing (if applicable)**

Include a copy of the approval letter from the Virginia Department of Education permitting submission of evidence in multiple-choice format for the Grade 8 or EOC *Writing* assessment.

## **6.2 Procedures for Reviewing and Scoring the CWC**

Pearson will select and train scorers to review the submitted CWC. Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students.

Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC must demonstrate the required SOL content identified in the test blueprint for the area being assessed and the level of the student's individual achievement. Refer to the *Virginia Standards of Learning Test Blueprints* at:

**[www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)**

### **6.2.1 Process for Scoring**

The scoring process for the VSEP involves the use of a five-point rubric and rubric addendum to judge the evidence presented in the CWC as it relates to the standards being addressed. Refer to Table 4.

**Table 4. VSEP Scoring Rubric and Rubric Addendum**

Score	Descriptor	Detailed Explanation
<b>0</b> No Evidence	There is <i>no evidence</i> that the student has demonstrated the skills and knowledge stated in the SOL being addressed.	A score point of “0” may be assigned if the evidence <b>does not demonstrate</b> any level of individual achievement for the SOL being defended.
<b>1</b> 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 <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 SOL.
<b>2</b> 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 <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 SOL.
<b>3</b> 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 <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 SOL.
<b>4</b> 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 <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 SOL.

### 6.2.2 General VSEP Scoring Rules

**Rule 1 Evidence must be student-generated.**

- If the student work is copied from sources such as the chalkboard/dry-erase board, texts, or computer, the work cannot be considered in scoring.
- If the student work is based on a take-home test, open-book test, or homework, 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 done as part of a group project or assignment and the contribution of the submitting student is not clearly identified, the work cannot be considered in scoring.
- If the student work contains multiple-choice test formats, the work cannot be considered for scoring, except with written approval from the Virginia Department of Education for the Grade 8 or EOC *Writing* assessment.

**Rule 2 Evidence must include a correctly completed SEI Tag.**

- If there is no SEI Tag, the evidence cannot be considered in scoring.
- If the information on the SEI Tag is incorrect, scoring will be affected.

**Rule 3 Evidence must clearly demonstrate student performance at or above the required level of the SOL being defended.**

- If the work sample is clearly below the level of 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 work samples such as worksheets, tests, and quizzes, the work samples must 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 evaluative comments, as determined by the teacher. Evidence such as audios, videos, and interviews must include a statement of accuracy describing the student’s level of achievement on the SOL being defended. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student’s work.

**NOTE:** The *SOL Curriculum Framework* may be used to assist scorers in understanding the standards addressed.

### 6.2.3 Score Reports

Score reports for students submitting a VSEP will be posted in PearsonAccess upon completion of scoring. Passing VSEP scores will verify a credit for the course being submitted or provide certification that the student has met the literacy and/or numeracy requirements of the Modified Standard Diploma.

## 7. RESUBMISSION

### 7.1 Purpose of a Resubmission

A resubmission allows a student who has passed the course for which a verified credit is offered, but has a failed CWC, to resubmit the CWC with additional evidence for standards that were previously scored as failing (scores of 2, 1, or 0) or SOL assigned a condition code. The

revised CWC is then submitted to Pearson for scoring. CWC for students seeking a Modified Standard Diploma may also be resubmitted.

If the student did not pass the course he/she is not eligible to resubmit the failed CWC. The student must be re-enrolled in the course and a new *VSEP Intent to Participate* form must be submitted.

## 7.2 Procedures for Resubmission

- Complete Sections I, II, and III of the *2016–2017 VSEP Resubmission* form available on the Virginia Department of Education Web site at:  
**[www.doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml)**
- A sample of the *2016–2017 VSEP Resubmission* form is available in Appendix M.
- Submit the form to the DDOT for approval.
- The DDOT will send the *2016–2017 VSEP Resubmission* form to the Virginia Department of Education through the Single Sign-on for Web Systems (SSWS) Dropbox. Late submissions will be approved **ONLY** if there are extenuating circumstances documented in writing. Deadlines for the *VSEP Resubmission* form:
  - October 7, 2016, for resubmissions of CWC for scoring in fall semester
  - February 17, 2017, for resubmissions of CWC for scoring in spring semester
- Resubmit the CWC to the DDOT including the following evidence:
  - original evidence that received a score of 3 and/or 4; and
  - all evidence listed as failing SOL in the table in Section III of the *2016–2017 VSEP Resubmission* form (evidence which received a score of 2, 1, or 0, or assigned a condition code) must be removed and replaced with new evidence. The “new” evidence must support the SOL listed in the table in Section III of the form.
- Include the following materials with the re-submitted CWC:
  - the original *Course Work Compilation Submission Cover Sheet and Affidavit*;
  - a new *Course Work Compilation Submission Cover Sheet and Affidavit* completed and signed to cover the new evidence being submitted;
  - a copy of the *VSEP Student Performance Report*, available in PearsonAccess, for the original CWC; and
  - a copy of the *2016–2017 VSEP Resubmission* form that was submitted to the Virginia Department of Education through the Single Sign-on for Web Systems (SSWS) Dropbox.
- The DDOT will ship the student’s re-submitted CWC and the documentation listed to Pearson.

VSEP resubmissions are submitted to Pearson for scoring. Only VSEP resubmissions for term graduates and students in semester block schedule courses are eligible to be scored in January 2017. All other VSEP resubmissions are scored at the end of the school year in May 2017.

## 8. REQUEST TO RESCORE

### 8.1 Purpose of a Request to Rescore

The request to rescore process provides an additional step to ensure that the score assigned to the student's CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC be rescored if the student received a failing score and there is evidence that the CWC should have received a higher score. To be eligible for rescore, at least two division staff members who are familiar with the VSEP rubric and who have expertise in the content area must review the CWC and agree that it should have received a higher score.

### 8.2 Request to Rescore Procedures

- Requests to rescore a student's CWC may be initiated by parents, school personnel, or others, such as the student.
- Requests to rescore should be considered only if there is substantial evidence that the CWC should have received a higher score. Division staff with expertise in the content area and who are familiar with the rubric used to score this assessment must review the CWC.
- All requests to rescore must be reviewed and approved by the school division before being submitted to Pearson. Consult with the School Coordinator and/or DDOT for specific local procedures for requesting a rescore for a student's CWC.
- The DDOT must assure that the evidence contained in the CWC is the same evidence originally submitted and that the student work has not been changed in any way.
- Any NON-Approved *Requests to Rescore* forms should be kept on file in the division by the DDOT.
- The *Request to Rescore a VSEP Course Work Compilation (CWC)* form is available on the Virginia Department of Education Web site at:  
[www.doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml)
- A sample of the form is located in Appendix N.

## 9. REPORTING VSEP ASSESSMENT IRREGULARITIES

A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:

- inappropriately influences student performance;
- inappropriately influences the reporting of student performance;
- constitutes a breach in test security; or
- results in the improper implementation of student testing guidelines.

Examples of testing irregularities include, but are not limited to:

- a teacher or other adult provides improper assistance to a student;

- a student is not provided an accommodation that is specified in his/her IEP/504 Plan;
- a student is provided an accommodation that is not specified in his/her IEP/504 Plan.

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

The VSEP 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 P 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 kind of student would take the VSEP?**

The VSEP is an appropriate assessment for a student with a disability who has a current IEP or 504 Plan. The impact of the student's disability demonstrates to the IEP Team or 504 Committee that he or she will not be able to access the multiple-choice/technology-enhanced item format of the Standards of Learning (SOL) assessments even with accommodations.

**Q2. In which grade level and content areas can the VSEP be used as an alternative to the SOL assessments?**

The VSEP is available for students with disabilities for any course for which there is an end-of-course SOL assessment. It is also available for students who need the grade 8 numeracy and/or literacy certification required to earn a Modified Standard Diploma. The Modified Standard Diploma is available only to students who entered the 9th grade for the first time prior to the 2013–2014 school year.

A small number of students with disabilities in grades 3–8 may also be eligible to participate in VSEP for Grades 3–8 *Mathematics* and/or *Reading*, Grade 5 *Science*, Grade 8 *Science*, Grade 8 *Writing*, and/or *Content Specific History (Virginia Studies and Civics & Economics)*. The *VSEP Special Permission Request* form must be submitted to the Virginia Department of Education for review and approval prior to participation.

**Q3. What forms should be submitted to the Virginia Department of Education before evidence is collected for a VSEP?**

The following forms must be submitted and approved by the Virginia Department of Education student assessment staff before evidence collection begins: For students in grades 9–12, the *2016–2017 VSEP Intent to Participate* form; for students in grades 9–12 resubmitting a CWC, the *2016–2017 VSEP Resubmission* form; for students in grades 3–8, the *2016–2017 Special Permission Request for Submission of a VSEP Course Work Compilation (CWC) for Students in Grades 3–8* form. Any conditions noted by VDOE must be addressed before evidence collection begins.

**Q4. Can students use accommodations on VSEP evidence?**

Yes. A student may submit evidence using accommodations as specified within the student's current IEP or 504 Plan. A list of allowable accommodations as listed in the *Students with Disabilities: Guidelines for Special Test Accommodations* 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)**

**Q5. Can the VSEP CWC be reviewed by parents and other school personnel?**

Yes. While the CWC is being developed, but prior to scoring, 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 CWC be reviewed in the presence of an administrator or designee. Additionally, a security agreement or affidavit may be signed in conjunction with the review process. The CWC should never be sent home for review.

After the CWC has been scored, it is regarded as a scholastic record. For more information regarding the Transfer and Management of the Student's Scholastic Record in the Public Schools of Virginia 8VAC 20-150-10, visit this Web site:

**[leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20-150](http://leg1.state.va.us/cgi-bin/legp504.exe?000+reg+8VAC20-150)**

Upon request, the results and the CWC 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 Act (IDEA), 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 VSEP CWC 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)**

**Q6. Can the VSEP evidence be collected across more than one school year?**

Yes. It is acceptable to collect evidence across more than one school year or term in cases where the course covers more than one year or includes standards from multiple grade levels. In these cases, the IEP Team or 504 Committee must determine VSEP participation during the year or school term that the student is initially enrolled in the course and the *VSEP Intent to Participate* form is submitted. The *VSEP Evaluation Plan/Worksheet* form should be maintained locally. Evidence may be collected over multiple years or school terms. However, the local school division must ensure that all staff involved have adequate training and guidance on the VSEP and that they sign affidavits indicating that the work is solely that of the student and was completed in the presence of a teacher or other school personnel and under testing conditions. Additionally, the school division must ensure that the CWC is kept secured and is appropriately transferred from staff person to staff person until the time of submission.

**Q7. How is the VSEP scored?**

The testing contractor, Pearson, will select and train scorers to review the submitted CWC. During training, scorers review Virginia Department of Education-approved Anchor and Practice Sets. All VSEP scorers are required to pass Qualification Sets before they are allowed to score. Scorers will be selected from a pool of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students. Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC MUST demonstrate the required SOL content and depth of knowledge identified in the test blueprint for the area being assessed and the level of the student's individual achievement.

**Q8. What are VSEP resubmissions?**

A resubmission allows a student, who has passed the course for which a verified credit is offered, but has a failed CWC, to resubmit the CWC with additional evidence for standards that were previously scored as failing (scores of 2, 1, or 0) or SOL assigned a condition code. The revised CWC is then submitted to Pearson for scoring. CWC for students seeking a Modified Standard Diploma may also be resubmitted.

**Q9. What is a VSEP request to rescore?**

The purpose of the request to rescore process is to provide an additional step to ensure that the score assigned to the student's CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC score be rescored if the student received a failing score and there is evidence that the CWC should have received a higher score. Evidence requires that at least two division staff members who are familiar with the VSEP rubric and have expertise in the content area must review the CWC and agree that it should have received a higher score.

## APPENDIX B

## Virginia Substitute Evaluation Program

## Virginia Substitute Evaluation Program (VSEP) 2016–2017 VSEP Intent to Participate Form

**Directions:** The IEP Team/504 Committee must complete Sections I–V and the student’s name and STI in Section VII and save the file as a Microsoft Word® document (e.g., .doc or .docx). Securely transfer this form to the Division Director of Testing for review. The Section IV Justification Statements must only address the student’s disability and accommodations as they relate directly to the specific content area requested for the VSEP. A separate *2016–2017 VSEP Intent to Participate* form is required for each subject/course to be considered. Directions for how to submit a completed form are included at the end of this document.

**NOTE:** If the VSEP Course Work Compilation (CWC) being registered is a resubmission, please use the *2016–2017 VSEP Resubmission* form.

### Section I: Student Information

<b>Student First Name:</b>	<b>Last Name:</b>	<b>Date of Birth (mm/dd/yyyy):</b>
<b>State Testing Identifier (STI):</b>		<b>Grade:</b> If Grade 12, enter graduation date (mm/dd/yyyy):
<b>Diploma Program(s)<sup>1</sup>:</b>		<b>The CWC will be submitted for VSEP scoring in the following administration<sup>2</sup>:</b>
<b>Type of CWC Submission:</b> <b>First-time Submission:</b> The Course Work Compilation (CWC) will be a <u>first time submission</u> (student is currently enrolled in the course); <b>Retest for an SOL Test:</b> The CWC will serve as a <u>retest</u> for an SOL test previously administered to this student (student passed the course but failed the associated SOL test).		<b>Subject/Course<sup>3</sup></b> The student will complete a CWC for the selected subject/course. (The test for the correct set of Standards of Learning must be confirmed when completing this field.)
<p><sup>1</sup>The Modified Standard Diploma is available only to students who entered the 9<sup>th</sup> grade for the first time <u>prior to the 2013-2014</u> school year.</p> <p><sup>2</sup>If the student’s subject/course indicated above will span two or more school years, contact student assessment staff at the Virginia Department of Education at 804-225-2102 for assistance.</p> <p><sup>3</sup>For assistance selecting the correct standards, blueprints, and curriculum frameworks for developing the <i>VSEP Evaluation Plan/Worksheet</i>, refer to Tables 1 and 2 in the <i>2016–2017 VSEP Implementation Manual</i>.</p>		

### Section II: School Division Information

<b>School Division Name:</b>	<b>School Name:</b>
<b>Course Content Teacher:</b>	

**Section III: Qualifying Statements**

If “NO” is selected for ANY statement, the student is NOT ELIGIBLE for the Virginia Substitute Evaluation Program. **(Select yes or no for each statement.)**

- Yes    No   1) The student has a current IEP or 504 Plan or one is being developed.  
(Please do not submit the student's IEP/504 Plan.)
- Yes    No   2) The student is enrolled in a course or has passed a course that has a Standards of Learning (SOL) End-of-Course test and/or the student is pursuing a Modified Standard Diploma and seeking certification to meet the Literacy and/or Numeracy Requirements.
- Yes    No   3) As a result of a disability, the student is unable to demonstrate his/her individual achievement on the SOL test for the course on grade level using the available accommodations as listed in the *Students with Disabilities: Guidelines for Special Test Accommodations*, 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).
- Yes    No   4) The student's performance in this content area, even with accommodations, demonstrates to the IEP Team or 504 Committee that the student requires a VSEP in this content area.

**Section IV: Justification**

Complete items a) through d) regarding why the VSEP has been identified as the only assessment option appropriate for this student to demonstrate knowledge of grade level content for the subject/course indicated in Section I. These responses must be individualized to this specific student.

**a) Overview of the student's disability:**

Primary Disability:

Describe the student's weaknesses and/or deficits in the content area of this VSEP request that occur as a result of the disability.

**b) Impact of the disability on the student's academic performance in the content area of this VSEP request:**

Describe the types of activities and work assigned to the student (e.g., classroom activities or assignments, homework, projects, etc.) and the student's performance on that work.

Describe the various assessment formats administered to the student in the classroom (e.g., quizzes, tests, performance-based assessments, etc.), any accommodations provided, and the student's performance on those assessments.

**c) Details of student performance on SOL assessments and testing accommodations used in the content area of this VSEP request:**

List the student's performance on all previous SOL tests in the content area of this VSEP request and the testing accommodations used.

List all testing accommodations currently documented in the student's existing IEP/504 Plan in the content area of this VSEP request.

**d) Summary of VSEP justification:**

Provide a detailed explanation of why, even with accommodations, the student's disability prevents access to the SOL assessment in the content area of this VSEP request.

**Section V: Participants**

Those listed below participated in the IEP/504 Plan meeting to determine the student’s participation in the VSEP. IEP Team/504 Committee meeting minutes and participants’ signatures are available at the division.

Title	Enter First and Last Names	Date (mm/dd/yyyy)
Course Content Teacher		
Special Education Teacher		
Parent*		
Student		
Building Administrator or Designee		

\*If the parent was not present, include a brief explanation in the “Parent Name Box” (e.g., “the student is 18”).

Transfer this completed form securely to the Division Director of Testing. The Division Director of Testing and the Director of Special Education must review and complete the electronic form below.

.....  
 This section is to be completed by the Division Director of Testing and the Director of Special Education.

**Section VI: Division Director of Testing and Director of Special Education Review Verification and Registration**

- Yes    No   The Division Director of Testing has reviewed this *VSEP Intent to Participate* form for completeness and accuracy.
- Yes    No   The Division Director of Special Education has reviewed this *VSEP Intent to Participate* form for completeness and accuracy.
- Yes    No   The Division Director of Testing has registered the student in PearsonAccess and assigned the VSEP assessment in the content area requested.

Title	Enter First and Last Names	Date (mm/dd/yyyy)
Division Director of Testing		
Director of Special Education		

**Section VII: VSEP Intent to Participate Approval/Denial**

**Directions:** IEP Team/504 Committee fill in the information below:

<b>Student Name:</b>	<b>School Division Name:</b>
<b>State Testing Identifier (STI):</b>	<b>Subject/Course:</b>

\*\*\*\*\* Virginia Department of Education staff will complete the form below this line.\*\*\*\*\*

**Review of the VSEP Intent to Participate Approval/Denial**

*This section will be completed by student assessment staff at the Virginia Department of Education. This form will be sent back to the DDOT via the SSWS Dropbox.*

**Review of the VSEP Intent to Participate Documentation:**

The information provided below is the result of the review conducted by the Virginia Department of Education to determine if this student is an appropriate Virginia Substitute Evaluation Program participant. Any condition(s) listed must be corrected on the *Intent to Participate* form maintained in the school division.

**Participation/Justification Conditions:**

**Date of Approval/Denial:**

**VSEP Intent to Participate Status**

**Approved**

**Approved with Conditions**

The DDOT must ensure that the information specified above is addressed. The revised *VSEP Intent to Participate* form must be retained by the division as part of the student record. Do not resubmit to VDOE.

**Denied Pending**

Please revise the *VSEP Intent to Participate* form to address the issues specified above. Once issues are resolved, submit the revised *VSEP Intent to Participate* form to VDOE using the Single Sign-on for Web Systems (SSWS) Dropbox, To: Cathy Learnard and CC: Chancie Dunkley.

**Denied**

If the Intent to Participate is “Denied,” the DDOT must remove the student’s registration for the VSEP in PearsonAccess.

## Directions for Submitting the 2016–2017 VSEP Intent to Participate Form

After the *Intent to Participate Form* has been reviewed and approved by the Division Director of Testing and the Special Education Director, save the form as a Microsoft Word® document (e.g., .doc or .docx). **Do not save the form as a pdf document.** Then submit the form to the Virginia Department of Education through the Single Sign-on for Web Systems (SSWS) Dropbox as directed below. Do not submit the *Intent to Participate Form* via e-mail.

The process for sending the *VSEP Intent to Participate* form through the SSWS Dropbox is as follows:

1. Login in to SSWS Dropbox at: <https://p1pe.doe.virginia.gov/ssws>
2. **To School Division Field** – Use the dropdown menus to select **Virginia Department of Education** and to select the receiver as **Learnard, Cathy**.
3. **CC School Division Field** – Use the dropdown menus to select **Virginia Department of Education** and to select the receiver as **Dunkley, Chancie**.
4. **Subject Field** – Type in “VSEP Intent to Participate” and your school division name.
5. **Select File Field** – Use the dropdown menu to select “New.”
6. **File to Upload Field** – Enter the file name, including the full local path, or use the browse button to select the file to be sent.
7. **Click the *Submit* button to send the file to each of the receivers selected.**

## VSEP Intent to Participate Form Deadlines for 2016–2017

### October 7, 2016

- students in 1<sup>st</sup> semester block classes
- fall term graduates
- students enrolled in yearlong courses who will be submitting the CWC in the spring
- CWC submitted in fall semester for retest purposes (student’s previous attempt(s) was an online and/or paper SOL test)

### February 3, 2017

- students in 2<sup>nd</sup> semester block classes
- spring term graduates
- CWC submitted in spring semester for retest purposes (student’s previous attempt(s) was an online and/or paper SOL test)

Divisions are strongly encouraged to submit their *VSEP Intent to Participate* forms as early as possible. **Late submissions** of the *VSEP Intent to Participate* form will be reviewed ONLY if there are extenuating circumstances. A note explaining the extenuating circumstance must be included with the form.

The results of the Virginia Department of Education review will be indicated as “Approved,” “Approved with Conditions,” “Denied Pending,” or “Denied” on the *VSEP Intent to Participate* form in the Approval/Denial section submitted to the Division Director of Testing through the SSWS Dropbox.

Revised 04/18/2016

## **VSEP Intent to Participate Form Sample Justification Statement**

### **Sample**

Complete items a) through d) regarding why the VSEP has been identified as the only assessment option appropriate for this student to demonstrate knowledge of grade level content for the subject/course indicated in Section I. These responses must be individualized to this specific student.

#### **a) Overview of the student's disability:**

Primary Disability: Learning Disability

Describe the student's weaknesses and/or deficits in the content area of this VSEP request that occur as a result of the disability.

Brian has an identified primary disability of Specific Learning Disability that affects his performance in reading comprehension, written expression, and mathematics. His disability negatively impacts his ability to determine the meaning of words and sentences, to connect ideas in passage, to distinguish significant information from unrelated details, and to concentrate during reading.

#### **b) Impact of the disability on the student's academic performance in the content area of this VSEP request:**

Describe the types of activities and work assigned to the student (e.g., classroom activities or assignments, homework, projects, etc.) and the student's performance on that work.

Brian is in the first 9 weeks of his English course and his teacher reports that with appropriate accommodations and supports he is performing well and understanding new information. On classroom assignments, Brian often needs open dialogue (interview format) with the teacher or with a peer to demonstrate his understanding of what is asked. His assignments are presented in sequence from easy to difficult to help control the processing demands of the given task. Brian uses graphic organizers with classroom and homework assignments to help him connect multiple ideas in a passage, differentiate significant information from extraneous information, and concentrate on the given task. Brian currently has a B average in his English class and works regularly to complete his classwork and homework assignments in a timely manner.

Describe the various assessment formats administered to the student in the classroom (e.g., quizzes, tests, performance-based assessments, etc.), any accommodations provided, and the student's performance on those assessments.

Classroom quizzes and tests in multiple-choice format are difficult for Brian as he struggles with concentration and discerning the pertinent information needed to answer specific questions. His quizzes and tests are modified to be open-ended where Brian can provide his answers in his own words rather than selecting from answer options. This method of assessing also assists Brian in concentrating on the specific questions he must address. Brian always works to complete classroom quizzes and tests, but he has greater success when his assessments are provided in smaller chunks of information and involve shorter tasks.

**c) Details of student performance on SOL assessments and testing accommodations used in the content area of this VSEP request:**

- List the student's performance on all previous SOL tests in the content area of this VSEP request and the testing accommodations used.
  - Brian has taken the End-of-Course *Reading* test three times and his results are as follows:
    - Spring 2015: 368
    - Fall 2015: 347
    - Spring 2016: 361
  - The Flexible Schedule: Planned Breaks accommodation was provided.
- List all testing accommodations currently documented in the student's existing IEP/504 Plan in the content area of this VSEP request.
  - Flexible Schedule: Planned Breaks
  - Graphic Organizers
  - Verbal Prompts

**d) Summary of VSEP justification:**

Provide a detailed explanation of why, even with accommodations, the student's disability prevents access to the SOL assessment in the content area of this VSEP request.

Brian's primary disability of Specific Learning Disability impacts his performance in reading comprehension and on the End-of-Course *Reading* assessment. Brian has been successful when he is assessed with open-ended questions that allow him to provide his responses in his own words, rather than selecting from answer options. Ability to concentrate and focus for periods of time is an issue for Brian when completing a multiple-choice test even with a flexible schedule accommodation. The IEP team believes the VSEP *Reading* test is the most appropriate assessment option for Brian to be able to demonstrate his knowledge.

## 2016–2017 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

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

Course Content Teachers: \_\_\_\_\_ Special Education Teachers: \_\_\_\_\_

**Directions:** This Evaluation Plan will explain how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. The chart below lists the Reporting Category, SOL Number, and the specific SOL stem and bullet(s) from the blueprint that must be addressed. Use the “Description of Planned Evaluation Method or Product” column to list the products or methods that will be used as evidence of achievement. The plan must be individualized for the student and must reflect a complete demonstration of the skills and depth of knowledge related to the standards addressed in the test blueprint. Refer to the *VSEP Implementation Manual* for evidence guidelines. Submit the *Evaluation Plan/Worksheet* to your building administrator for submission to the local review process. Once the plan has been approved, use it as a guide as evidence is collected. You may use the “Complete” column to check off evidence as it is completed and placed in the CWC.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Use word analysis strategies and word reference materials	9.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>d) Identify the meaning of common idioms.</p> <p>e) Identify literary and classical allusions and figurative language in text.</p>		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	10.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> <li>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</li> <li>b) Use context, structure, and connotations to determine meanings of words and phrases.</li> <li>c) Discriminate between connotative and denotative meanings and interpret the connotation.</li> <li>d) Identify the meaning of common idioms.</li> <li>e) Identify literary and classical allusions and figurative language in text.</li> </ul>		
	11.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> <li>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</li> <li>b) Use context, structure, and connotations to determine meanings of words and phrases.</li> <li>c) Discriminate between connotative and denotative meanings and interpret the connotation.</li> <li>d) Identify the meaning of common idioms.</li> <li>e) Identify literary and classical allusions and figurative language in text.</li> </ul>		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Demonstrate comprehension of fictional texts	9.4	<p>The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> <li>a) Identify author’s main idea and purpose.</li> <li>b) Summarize text relating supporting details.</li> <li>c) Identify the characteristics that distinguish literary forms.</li> <li>d) Use literary terms in describing and analyzing selections.</li> <li>e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</li> <li>f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.</li> <li>h) Explain the relationship between the author’s style and literary effect.</li> <li>i) Explain the influence of historical context on the form, style, and point of view of a written work.</li> <li>j) Compare and contrast author’s use of literary elements within a variety of genres.</li> <li>k) Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.</li> <li>l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.</li> </ul>		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	10.4	<p>The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> <li>a) Identify main and supporting ideas.</li> <li>b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.</li> <li>e) Identify universal themes prevalent in the literature of different cultures.</li> <li>g) Explain the influence of historical context on the form, style, and point of view of a literary text.</li> <li>h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.</li> <li>k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.</li> </ul>		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	11.4	<p>The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <ul style="list-style-type: none"> <li>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</li> <li>e) Analyze how context and language structures convey an author's intent and viewpoint.</li> <li>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</li> <li>g) Explain how imagery and figures of speech appeal to the reader's senses and experience.</li> <li>h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.</li> <li>i) Read and analyze a variety of American dramatic selections.</li> <li>j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.</li> </ul>		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Demonstrate comprehension of nonfiction texts	9.5	<p>The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Recognize an author's intended purpose for writing and identify the main idea.</li> <li>b) Summarize text relating supporting details.</li> <li>c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.</li> <li>d) Identify characteristics of expository, technical, and persuasive texts.</li> <li>e) Identify a position/argument to be confirmed, disproved, or modified.</li> <li>f) Evaluate clarity and accuracy of information.</li> <li>g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.</li> <li>h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</li> <li>i) Differentiate between fact and opinion.</li> <li>j) Organize and synthesize information from sources for use in written and oral presentations.</li> </ul>		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	10.5	<p>The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Identify text organization and structure.</li> <li>b) Recognize an author's intended audience and purpose for writing.</li> <li>c) Skim manuals or informational sources to locate information.</li> <li>d) Compare and contrast informational texts.</li> <li>e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.</li> <li>f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</li> <li>g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</li> </ul>		

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	11.5	<p>The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Use information from texts to clarify understanding of concepts.</li> <li>b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.</li> <li>c) Generalize ideas from selections to make predictions about other texts.</li> <li>d) Draw conclusions and make inferences on explicit and implied information using textual support.</li> <li>e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.</li> <li>f) Identify false premises in persuasive writing.</li> <li>g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</li> </ul>		

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

DOK Category	Description	Key Verbs		
Recall Knowledge	This is the lowest level of cognitive process and involves remembering information.	Choose Count Define Identify	Label List Match Observe Quote	Recite Repeat Reproduce Select State
Comprehension	At this level, students may be using or 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 level involves the 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 level combines the three most complex levels of cognitive process in Bloom's Taxonomy: analysis, synthesis, and evaluation.	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 VSEP Evaluation Plan/Worksheet Local Review Form

**Directions:** The course content and special education teachers should work together to develop the student's *Evaluation Plan/Worksheet*. *Evaluation Plan/Worksheets* for each course are available on the Virginia Department of Education Web site at: [www.doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml). The course content and special education teachers complete Section I and attach it as a cover sheet to the completed *Evaluation Plan/Worksheet* and submit it to the Building Administrator/Designee.

### Section I: Student Information

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

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

Current Grade of Enrollment: \_\_\_\_ Diploma Program(s): \_\_\_\_\_ Administration:  Fall  Spring

Submission Subject/Course: \_\_\_\_\_

Is this a re-submission? \_\_\_\_ Yes \_\_\_\_ No

### Evaluation Plan/Worksheet Prepared By:

Course Content Teacher \_\_\_\_\_ Date \_\_\_\_\_

Special Education Teacher \_\_\_\_\_ Date \_\_\_\_\_

### Section II: Building Administrator/Designee Review

The Building Administrator/Designee is responsible for ensuring the information in Section I of this form is correct and that the appropriate *Evaluation Plan/Worksheet* is attached and sent to the DDOT.

Building Administrator/Designee \_\_\_\_\_ Date \_\_\_\_\_

### Section III: Panel of Reviewers' Findings

**Directions:** The DDOT is responsible for convening a panel of reviewers who should include persons who are familiar with the course content and the VSEP scoring rules.

This *Evaluation Plan/Worksheet* was reviewed to ensure that products and methods listed in the *Evaluation Plan/Worksheet* address the Standards of Learning for the subject/course and adhere to VSEP scoring rules.

**Evaluation Plan/Worksheet Status is:**  Approved  Approved with Conditions\*  Denied

**Reviewed by:**

Print Name	Signature	Title/Position	Date

**\*NOTE:** If "Approved with Conditions" is indicated, the *Evaluation Plan/Worksheet* must be corrected and all conditions addressed as indicated on the attachment, *VSEP Evaluation Plan/Worksheet Review Conditions*, before student work is collected for the VSEP CWC. Provide a copy of this review to the course content and special education teachers listed in Section I.



## 2016–2017 VSEP Course Work Compilation Submission Cover Sheet and Affidavit

### Section I: Student Information

Complete one cover sheet for each content area submission.

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

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

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

Subject/Course Submission: \_\_\_\_\_

- Is this a resubmission?       Yes                       No
- Administration:               Fall                       Spring
- Diploma Option:               Advanced Studies Diploma
- (check all that apply)         Standard Diploma
- Modified Standard Diploma (available only to students who entered the 9th grade for the first time prior to the 2013–2014 school year)

### Section II: Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Course Work Compilation was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP or 504 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 samples 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 teacher or other school personnel.
- provided the accommodations required by the student as documented in his/her IEP/504 Plan.

#### I have not:

- fabricated, altered, or modified student work samples, 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.
- provided any accommodations/assistive devices that are not documented in the student's IEP/504 Plan and are not a regular part of the student's daily instruction.

I understand that the Virginia Substitute Evaluation 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.\*

Further, I attest that the student will not participate in an SOL test for this course/content during this administration of state assessments.

#### Signatures:

Print Name	Signature	Title/Position	Date

I have reviewed the contents of this Course Work Compilation and I understand that the Virginia Substitute Evaluation 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.\*

Print Name	Signature	Title/Position	Date
		Building Administrator or Designee	

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

**2016–2017 VSEP Teacher Checklist for Course Work Compilation**

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

Division Deadline for VSEP CWC: \_\_\_\_\_

**1. Course Work Compilation Submission Form Cover Sheet and Affidavit, VSEP Approval/Denial Form, and Interpreter's Affidavit (if applicable)**

<input type="checkbox"/>	Course Work Compilation Submission Form Cover Sheet and Affidavit, Approval/Denial Form, and Interpreter's Affidavit (if applicable)
<input type="checkbox"/>	Each staff person involved in supervising the student during the creation of evidence has signed the affidavit. Building Principal or designee has also reviewed the CWC and signed the affidavit.
<input type="checkbox"/>	I have included a copy of the <i>Intent to Participate Approval/Denial</i> form received from the Virginia Department of Education.
<input type="checkbox"/>	If an Interpreter was used, the signed <i>Interpreter's Affidavit</i> is included in the CWC.

**2. 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 SOL and bullet(s), as appropriate.

**3. Division Required Forms**

<input type="checkbox"/>	I have included all division required forms in the CWC.
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**4. Evidence**

<input type="checkbox"/>	Student's skill and proficiency are clearly identified in the 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, or prompts that would provide answers.
<input type="checkbox"/>	Evidence to be submitted addresses each SOL <u>stem</u> and <u>bullet</u> , as appropriate, listed in the test blueprint.
<input type="checkbox"/>	Evidence to be submitted addresses the expected depth of knowledge for each SOL <u>stem</u> and <u>bullet</u> , as appropriate.

**5. Media (Audio, Video)**

<input type="checkbox"/>	I have placed a completed SEI Tag on all the media evidence.
<input type="checkbox"/>	I have placed a Pre-ID student label on all non-paper evidence.
<input type="checkbox"/>	I have checked to ensure that there is a signed media release on file for this student.
<b>Video</b>	
<input type="checkbox"/>	All video clips are short and only focus on the skill the student needs to demonstrate for the SOL.
<input type="checkbox"/>	I have verified with the School Coordinator that 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 CWC. 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 SOL.
<input type="checkbox"/>	I have verified with the School Coordinator that 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 CWC. I have placed a completed SEI Tag on each transcription.

**6. Other Recommended Steps**

<input type="checkbox"/>	I have shared the students' CWCs with fellow teachers for input.
<input type="checkbox"/>	Division or School Administrator has reviewed the students' CWCs for accuracy and completion.

## 2016–2017 VSEP Administrator Checklist for Course Work Compilation

Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Review each Course Work Compilation (CWC) for the information in the chart below. Place a (+) if the item is satisfactory and a (–) if the item is unsatisfactory, or (NA) if not applicable.

Items to Review:	Name _____ Content Area: _____				
Cover Sheet/Affidavit is signed, dated, and inserted at the front of the CWC.					
VSEP <i>Intent to Participate Approval/Denial</i> form is included.					
If an Interpreter was used, the signed <i>Interpreter's Affidavit</i> is included in the CWC.					
Evidence is provided for each SOL stem and bullet, as appropriate, on the test blueprint.					
Each piece of evidence to be scored has an SEI Tag attached.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an SOL number and bullet(s), as appropriate.					
Each SEI Tag has <i>Demonstrated</i> or <i>Inferred</i> checked, as appropriate.					
All student work submitted 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 Pre-ID student labels.					

## 2016–2017 VSEP Administrator Checklist for Course Work Compilation

Teacher: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Review each Course Work Compilation (CWC) for the information in the chart below. Place a (+) if the item is satisfactory and a (–) if the item is unsatisfactory, or (NA) if not applicable.

Items to Review:	Name _____ Content Area: _____				
All electronic media have written transcriptions with completed SEI Tags.					
Submitted evidence addresses the SOL stem and bullets and the required depth of knowledge.					
All division required forms have been included: 1.  2.  3.					
List critical issues to be resolved before CWCs are submitted to the DDOT:					

## 2016–2017 VSEP Completed Course Work Compilation Submission Checklist

Please verify each component of the VSEP CWC before submission for scoring. This verification will ensure that each CWC is ready to be scored and will not be delayed in the scoring process. If documentation forms and materials listed below are incomplete or not provided, the CWC **CANNOT** be scored. However, if time allows, an attempt will be made to return incomplete materials to school divisions for completion and resubmission.

- A *Course Work Compilation Submission Form Cover Sheet and Affidavit*. (Include one Cover Sheet and Affidavit for each content area submission.) **If cover sheet and affidavit are incomplete or not included, the CWC CANNOT be scored.**
- A copy of the *VSEP Intent to Participate* form is included. **If this form is not included, the CWC CANNOT be scored.**
- If an Interpreter was used, the signed *Interpreter's Affidavit* is included in the CWC.
- A CWC that supports the content area Standards of Learning (SOL) for which the student is seeking an end-of-course verified credit for the Standard or Advanced Studies Diploma, or certification for having met the literacy and/or numeracy requirements for the Modified Standard Diploma.
- All SOL addressed in the test blueprint have evidence in the CWC.
- Accommodations are documented in the student's IEP/504 Plan.
- No evidence in multiple-choice format is included, except with written approval from the Virginia Department of Education for the Grade 8 or EOC *Writing* assessment.
- All evidence complies with the VSEP scoring rules.
- Work samples are graded and correct and incorrect answers are clearly identified. Evidence such as audios, videos, and interviews include a statement of accuracy describing the student's achievement on the SOL being defended. **Work samples that are not graded CANNOT be scored.**
- Each piece of evidence includes a completed SEI Tag identifying the SOL stem, the bullet, and whether the evidence is "Demonstrated" or "Inferred."
- The outside spine of the binder and each piece of non-paper media has a Pre-ID student label.

## APPENDIX L

## Virginia Substitute Evaluation Program

## 2016–2017 Special Permission Request for Submission of a VSEP Course Work Compilation (CWC) for Students in Grades 3–8

**Directions:** The IEP Team/504 Committee should complete sections I–IV and submit to the Division Director of Testing. A separate *2016–2017 Special Permission Request* form is required for each subject/course considered. This form is available on the Virginia Department of Education Web site at:

[www.doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml)

### Section I: Student and School Information

<b>Student Name:</b>	<b>Date of Birth:</b>
<b>State Testing Identifier (STI):</b>	<b>Current Grade of Enrollment:</b>
<b>School Division:</b> <b>School Name:</b> <b>General Education Teacher:</b> <b>Special Education Teacher:</b>	<b>Administration-Subject/Course:</b> The student will complete a CWC for the course listed in the following administration. Select only <u>one</u> course from the appropriate administration list below: <u>Fall 2016*</u> <b>OR</b> <u>Spring 2017*</u>

\*For assistance selecting the correct standards, blueprints, and curriculum frameworks when developing the *VSEP Evaluation Plan/Worksheet*, refer to Table 3 in the *2016–2017 VSEP Implementation Manual*.

### Section II: Qualifying Questions

If “**NO**” is checked for ANY statement, the student is NOT ELIGIBLE for the Virginia Substitute Evaluation Program. (**Check yes or no for each statement.**)

- | YES                      | NO                       |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Does the student have a current IEP/504 Plan or is one being developed? ( <i>Please do not submit the student's IEP/504 Plan.</i> )   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Is the student expected to achieve and maintain grade level proficiency on the subject/course (indicated in Section I) Standards of Learning (SOL) within the current school year?                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Does the student possess a disability that presents a unique or significant challenge to the degree that the student is unable to access the SOL test using available accommodations or test formats? |

**Section III: Documentation to Support Special Permission Request**

*Provide comprehensive documentation to support each of the following statements:*

- 1. Student is performing on grade level for the Standards of Learning in the subject/course indicated in Section I.**
  - Provide a summary of documentation that is on file in the division that supports the student's grade level performance. Documentation may include, but is not limited to, reports of performance from educational evaluations, performance on local benchmark assessments, graded classroom assessments.
  - Provide a detailed explanation of how this student accesses grade level content during classroom instruction. Include any instructional accommodations provided.
  
- 2. The unique and/or challenging aspects of the student's disability preclude his/her access to the SOL assessment even with accommodations for the subject/course indicated in Section I.**
  - Provide an overview of the student's disability and a description of any unique and challenging aspects. If appropriate, this description should also address if the disability is a new disability or represents a deterioration of sensory function.
  
- 3. The unique and/or challenging aspects of the student's disability preclude his/her access to the SOL assessment even with test formats such as Braille, large-print, audio, Plain English, etc., for the subject/course indicated in Section I.**
  - List each test format attempted along with an explanation of why the access to the SOL assessment was not successful.
  - List each testing accommodation used along with an explanation of why the access to the SOL assessment was not obtained.
    - Testing Accommodation –  
Explanation of why the student was not able to access the SOL assessment with this accommodation.
    - Testing Accommodation –  
Explanation of why the student was not able to access the SOL assessment with this accommodation.
    - Testing Accommodation –  
Explanation of why the student was not able to access the SOL assessment with this accommodation.

**Section IV: Justification Statement**

Provide a justification statement explaining why it has been determined that the VSEP CWC is the only assessment option appropriate for the student to demonstrate knowledge of grade level content for the subject/course indicated in Section I.

**IEP Team/504 Committee Participants**

Those listed below participated in the IEP/504 Plan meeting to determine the student’s participation in the VSEP. IEP Team/504 Committee meeting minutes and participants’ signatures are available at the division.

Position/Title	Enter First and Last Names	Date (mm/dd/yyyy)
General Education Teacher		
Special Education Teacher		
Parent		
Student		
Building Administrator or Designee		

Submit this form to the Division Director of Testing.

.....  
 This section is to be completed by the Building Principal, Division Director of Testing, and Director of Special Education.

**Section V: Review Verification**

This *Special Permission Request* form has been reviewed and approved for submission to the Virginia Department of Education by:

Position/Title	Enter First and Last Names	Date (mm/dd/yyyy)
Building Principal		
Division Director of Testing		
Director of Special Education		

.....

**Directions for Submitting the VSEP Special Permission Request Form**

After the *Special Permission Request* form has been reviewed and approved by the principal, Division Director of Testing, and Director of Special Education, save the form as a word document (either as .doc or .docx). **Do not save the form as a PDF document.** Then submit the form to the Virginia Department of Education using the Single Sign-on for Web Systems (SSWS) Dropbox located at: <https://p1pe.doe.virginia.gov/ssws>. Do not submit the *Special Permission Request* form via e-mail.

The process for sending the *VSEP Special Permission Request* form through the SSWS Dropbox is as follows:

1. **To School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Lernard, Cathy**.
2. **CC School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Dunkley, Chancie**.
3. **Subject Field** – Type in “Special Permission Request” and your school division name.
4. **Select File Field** – Use the drop down menu to select “New.”
5. **File to Upload Field** – Enter the file name, including the full local path, or use the browse button to select the file to be sent.
6. **Select the submit button to send the file to each of the selected receivers.**

**Deadlines to submit 2016–2017 VSEP Special Permission Request form to the Virginia Department of Education:**

**October 7, 2016**

- students in grades 6–8 enrolled in 1st semester block classes
- students in grades 3–8 enrolled in yearlong classes

**February 3, 2017**

- students in grades 6–8 enrolled in 2nd semester block classes

Divisions are strongly encouraged to submit their *VSEP Special Permission Request* forms as early as possible. *Late submissions* of the *Special Permission Request* form will be reviewed **ONLY** if there are extenuating circumstances. A note explaining the extenuating circumstance must be included with the form.

The results of the Virginia Department of Education review will be communicated to the Division Director of Testing through the SSWS Dropbox.

Revised 01/2015

**2016–2017 VSEP Resubmission Form**

This form is available on the Virginia Department of Education Web site at:

[www.doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml)

**Directions:** A VSEP resubmission allows a student who has passed the course but has a failed Course Work Compilation (CWC), to resubmit the CWC including the original evidence that received a score of 3 or 4, and the “new” evidence that is replacing evidence which received a score of 2, 1, or 0, or was assigned a condition code. The “new” evidence must support the SOL listed in Section III. The IEP Team/504 Committee completes Sections I–III, and then submits the form to the Division Director of Testing. The DDOT must submit the form to VDOE by the deadline using the SSWS Dropbox. A separate form is required for each subject/course considered for resubmission.

**Section I: Student Information**

<b>Student Name:</b>	<b>Date of Birth:</b>
<b>State Testing Identifier (STI):</b>	<b>Grade:</b> If other, specify If Grade 12, enter graduation date:
<b>Diploma Program(s)*:</b>	<b>Administration:</b>
<b>Re-submitted Subject/Course*</b> Select only <u>one</u> course from the appropriate standards list below: <u>Current Standards:</u> <b>OR</b> <u>Previous Standards:</u> <u>Has the student Passed this course?</u> <input type="checkbox"/> Yes <input type="checkbox"/> No*	
*If the student did not pass the course, he/she is not eligible to resubmit the failed CWC. The student must be re-enrolled in the course and a new VSEP Intent Form must be submitted.	

**Section II: School Information**

<b>School Division Name:</b>	<b>School Name:</b>
<b>Course Content Teacher:</b>	

**Section III: Previous CWC Score Information**

Please review the Student Performance Report of the failing CWC and provide the following information:

<b>CWC Score:</b>	<b>Administrative Date:</b>
-------------------	-----------------------------

In the table below, list the Standards of Learning (SOL) that received a score of 2, 1, or 0, or were assigned a condition code.

| Failing SOL |
|-------------|-------------|-------------|-------------|-------------|-------------|
|             |             |             |             |             |             |
|             |             |             |             |             |             |
|             |             |             |             |             |             |

**NOTE:** Evidence for all failing SOL listed in the table above must be removed and replaced with new evidence in the re-submitted CWC.  
.....

**Section IV: Division Director of Testing and Director of Special Education Review Verification and Registration**

**YES NO**

- The DDOT and Director of Special Education have reviewed the failing CWC and this form for completeness and accuracy.
  - The DDOT has registered the student in PearsonAccess and assigned the VSEP course identified in Section I.
- .....

**Virginia Department of Education Use Only:** Date of Resubmission Approval: \_\_\_\_\_

## Directions for Submitting the *VSEP Resubmission Form*

After the *VSEP Resubmission* form has been reviewed and approved by the Division Director of Testing and the Special Education Director, save the form as a word document (either as .doc or .docx). **Do not save the form as a PDF document.** Then submit the form to the Virginia Department of Education through the Single Sign-on for Web Systems (SSWS) Dropbox located at: <https://p1pe.doe.virginia.gov/ssws>. Do not submit the *VSEP Resubmission* form via e-mail.

The process for sending the *VSEP Resubmission* form through the SSWS Dropbox is as follows:

1. **To School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Learnard, Cathy**.
2. **CC School Division Field** – Use the drop down menus to select **Virginia Department of Education** and to select the receiver as **Dunkley, Chanceie**.
3. **Subject Field** – Type in “*VSEP Resubmission*” and your school division name.
4. **Select File Field** – Use the drop down menu to select “New.”
5. **File to Upload Field** – Enter the file name, including the full local path, or use the browse button to select the file to be sent.
6. **Select the submit button to send the file to each of the selected receivers.**

### *VSEP Resubmission Form Deadlines for 2016–2017*

#### October 7, 2016

- Deadline to submit *VSEP Resubmission* form of CWC for consideration in fall semester.

#### February 17, 2017

- Deadline to submit *VSEP Resubmission* form for resubmissions of fall 2016 CWC only

Divisions are strongly encouraged to submit their *VSEP Resubmission* forms as early as possible. **Late submissions** of the *VSEP Resubmission* form will be reviewed **ONLY** if there are extenuating circumstances. A note explaining the extenuating circumstance must be included with the form.

The results of the Virginia Department of Education review will be communicated to the Division Director of Testing through the SSWS Dropbox.

## 2016–2017 Request to Rescore a VSEP Course Work Compilation (CWC)

This form is available on the Virginia Department of Education Web site at:

[www.doe.virginia.gov/testing/alternative\\_assessments/vsep\\_va\\_substitute\\_eval\\_prog/index.shtml](http://www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml)

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

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

Source of Request:  Parent/Guardian  Teacher or other Educator  Other \_\_\_\_\_

Administration:  Fall  Spring

### VSEP COURSE WORK COMPILATION (CWC) RESCORE CRITERIA CHECKLIST

Directions: If "NO" is checked for ANY statement, the CWC is not eligible for rescore.

**YES    NO    (Check Yes or No for each statement.)**

1. This student has received a failing score on the CWC submitted for VSEP.
2. The student's CWC has been reviewed by two division staff members who are familiar with the VSEP CWC scoring rubric and who have expertise in the content area. Both reviewers agree that the CWC should have received a higher score based on the rubric.

Reviewer's Title	Print Name	Signature	Date

**Summary of reviewers' findings:**

**YES**     **NO**    The Division Director of Testing (DDOT) approves the submission of this Request to Rescore a VSEP CWC to Pearson.

**DDOT Assurance:** I assure that the evidence contained in the CWC, forwarded for rescore, is the same evidence originally submitted. Student work samples, products, or data have not been fabricated, altered, or modified in any way.

Title	Print Name	Signature	Date
Division Director of Testing			

**NON-Approved Requests to Rescore:** forms should be kept on file in the division by the DDOT.

**Approved Requests to Rescore:** ship the student's original CWC and a copy of this form using a trackable shipping method.

<p><b>Shipping Deadlines:</b></p> <ul style="list-style-type: none"> <li>For Fall 2016 VSEP CWC ship no later than February 24, 2017</li> <li>For Spring 2017 VSEP CWC ship no later than June 30, 2017</li> </ul> <p>Request to Rescore VSEP CWC shipped after the deadline will <u>not</u> be rescored.</p>	<p><b>Please contact Pearson at 866-650-9425 to obtain the shipping address.</b></p>
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Revised 05/2016

## 2016–2017 Virginia Assessment Program 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, VGLA, and VSEP 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 2016     Spring 2017     Summer 2017

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

### 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>

## REPORTING VIOLATIONS

All persons who are responsible for collecting, reviewing, scoring, or handling the Course Work Compilation or related confidential student education records, or persons otherwise authorized to have access to the Course Work Compilation, 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 Substitute Evaluation Program assessment procedures and security guidelines shall be reported by e-mail at: Student\_Assessment@doe.virginia.gov or by phone at: (804) 225-2102 or mailed to: 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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