



Update on Guidelines for Local Alternative Assessments

**Presentation to the Committee on
School and Division Accountability**

October 25, 2017

Legislative Mandate

House Bill 930 (2014)

- Specified the number and type of assessments to be administered in grades 3-8. Removed SOL assessments in Grade 3 History, Grade 3 Science, Grade 5 Writing, U.S. History to 1877, U.S. History 1877 to Present
- Included language that each local school board must annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year

Legislative Mandate (continued)

HB930 provided that the alternative assessment guidelines must:

- incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught
- permit and encourage integrated assessments that include multiple subject areas
- emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.

2014-2015 Guidelines

Development or Selection of Assessments

- The development and/or selection of the local assessments was left to the discretion of the school division.
- Assessments were expected to be designed to provide feedback to parents and teachers regarding the extent to which the student has demonstrated proficiency in the content included in the SOL covered.
- Use of performance assessments was permitted but not required.

Expectations of SOL in Alternative Assessments

- Assessments should address each strand or reporting category but are NOT expected to cover all SOL
- The results of local authentic assessments will not be used to designate state accreditation or federal accountability status
- Local school boards and division superintendents certify through the annual Standards of Quality (SOQ) compliance assurance that local alternative assessments measuring the Standards of Learning (SOL) and adhering to the Board's guidelines have been administered

Desk Reviews

- Review of division documents related to implementation of local alternative assessments. Some division staff also interviewed
- Purpose was to determine the types of assessments being administered, identify exemplars, and to assist in strengthening assessments
- Desk review conducted in summer 2015

Revisions to Alternative Assessment Guidelines: September 2016

Clarification of Expectation to Implement Performance Assessments

- Updated to clarify expectation that school divisions are to demonstrate progress in moving toward the use of performance assessments.
- Included a timeline for implementation:
 - 2016-2017: use one performance assessment in subject areas where SOL tests no longer administered
 - 2017-2018: share performance assessments
 - 2018-2019: “cross score” performance assessments

Framework for Implementation

- Provided a framework with seven stages of implementation for divisions to use in determining progress: Stages are:
 - Readiness
 - Design
 - Develop
 - Administer
 - Use
 - Account
 - Institutionalize/Innovate

Development of Division Implementation Plans

- Identification of where division is in the implementation of performance assessments according to the framework
- Include how performance assessments will be implemented in division in 2016-2017 and how use expanded in 2017-2018 and 2018-2019

Desk Reviews and Interviews

- Continue to review sample of performance assessments collected from school divisions
- Review may be accompanied by an interview with school division staff
- Purpose is to identify professional development needs and best practices

Current Implementation

- **“Think Tank” of Region representatives, VDOE staff and Professional Learning Partners established April 2016**
- **Quarterly meetings with VASS Regional Instructional Leads established**
- **Think Tank co-creates Quality Criterion Tool for Performance Assessment – April 2017; Final version to be shared in November 2017**
- **Hewlett Grant activities shared through webinars – summer 2017**

Current Implementation

- **SCALE engaged in reviewing samples from each region to use in Summer 2018 Professional Development**
- **Regional Instructional meetings continue with PBAs as one of many topics**
- **Fall 2016 Survey results**
 - Regions with strong partnerships focused on 5 replaced SOL assessments through region grants
 - Virginia Divisions that were doing the work prior to 2014 continued to deepen their work
 - Many Divisions were just gaining awareness of the work

Next Steps

- 1. 2017 Survey of Implementation to update implementation status**
- 2. Distribute Virginia Quality Criterion Tool for Performance Based Assessment**
- 3. Collect sample assessments from each division**
- 4. Create sample assessment maps**

Next Steps (continued)

5. Provide differentiated Professional Learning opportunities related to Profile of a Virginia Graduate, new accreditation and accountability requirements, and balanced assessment framework through current VDOE professional learning offerings

6. Communicate locations and dates for 2018 PD events to ensure statewide understanding of Criterion Tool

1. Communicate protocol for review of performance assessments in divisions
2. Establish peer review protocols for summer 2019