Virginia State Assessment Program

Office of Testing Services
Department of Instruction
Loudoun County Public Schools
March 13, 2013
Virginia State Assessment Program Options
2012-2013 School Year

• Standards of Learning (SOL) Assessments
• Virginia Modified Achievement Standards Test (VMAST)
• Virginia Grade Level Alternative (VGLA)
• Virginia Substitute Evaluation Program (VSEP)
  ◦ Special Permission VSEP
• Virginia Alternate Assessment Program (VAAP)
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<td>Multiple-Choice and Technology-Enhanced Items Paper/Pencil or Online Test</td>
<td>Standards of Learning (SOL) Assessments</td>
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<td>Multiple-Choice and Technology-Enhanced Items Online Test</td>
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## Standards of Learning (SOL) Assessments Grades 3-5

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<tr>
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<tr>
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<td>History and Social Science</td>
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<td>Science</td>
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<table>
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<th>Writing (Multiple-Choice &amp; Short-Paper)</th>
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<tr>
<td></td>
<td>Mathematics</td>
</tr>
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## Standards of Learning (SOL) Assessments
### Grades 6-8

<table>
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<tbody>
<tr>
<td>Mathematics</td>
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<tr>
<td>U.S. History I (United States History to 1865)</td>
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<tbody>
<tr>
<td>Mathematics</td>
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<tr>
<td>U.S. History II (United States History: 1865 to the Present)</td>
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<table>
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<th>Writing (Multiple-Choice &amp; Short-Paper)</th>
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<tr>
<td>Reading</td>
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<tr>
<td>Mathematics</td>
<td></td>
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<tr>
<td>Civics &amp; Economics</td>
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</tr>
<tr>
<td>Science</td>
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## Standards of Learning (SOL) Assessments

### End-of-Course

<table>
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<tr>
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<th>Writing (Multiple-Choice &amp; Short-Paper)</th>
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<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Algebra I</td>
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<tr>
<td></td>
<td>Geometry</td>
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<tr>
<td></td>
<td>Algebra II</td>
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<td></td>
<td>World History I</td>
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<tr>
<td></td>
<td>World History II</td>
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<td></td>
<td>Virginia &amp; U.S. History</td>
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<td></td>
<td>World Geography</td>
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<td></td>
<td>Earth Science</td>
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<td></td>
<td>Biology</td>
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<td>Chemistry</td>
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## Standards of Learning (SOL) Assessments Test Windows

<table>
<thead>
<tr>
<th>SUMMER 2012</th>
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<tbody>
<tr>
<td><strong>Writing</strong></td>
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<td>End-of-Course</td>
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<tbody>
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<td><strong>Writing</strong></td>
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<td>Grade 8 End-of-Course</td>
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<table>
<thead>
<tr>
<th>SPRING 2013</th>
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<tbody>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Grades 5 &amp; 8 End-of-Course</td>
</tr>
</tbody>
</table>
EXPEDITED RETAKE TESTING

The Expedited Retake test is an optional opportunity for the student to retake a failed SOL End-of-Course test during the same administration. The following criteria must be met:

- The student must have passed the course associated with the test and needs the test for verified credit and has met one of the following conditions:
  - Failed the test by a narrow margin (between 375-399), or
  - Failed the test by any margin and have “extenuating circumstances,” or
  - Did not sit for the regularly scheduled test for “legitimate reasons”

Students in grades 9-12 pursuing a Modified Standard Diploma who still need to meet literacy or numeracy requirements shall have opportunities for an Expedited Retake on the 8th grade (or higher) tests in the same manner as described above.
TESTING ACCOMMODATIONS

Testing accommodations are modifications in the administration of an assessment in terms of how the test is presented or how the student responds to it.

Testing accommodations are available to Students with Disabilities (Special Education and Section 504), English Language Learners (Limited English Proficient students), and students with a “Temporary Condition.”

Accommodations do not change the construct measured by the assessment or the meaning of the resulting scores, but instead they provide equal access to the assessment.

Accommodations provided to a student should be the same for classroom instruction/assessment, and state assessments. Some accommodations may be appropriate for instructional use, yet inappropriate for use on state assessments. Any accommodations that have the potential to enhance performance beyond providing fair access are inappropriate.
Testing accommodations are commonly placed in four categories:

- Timing/Scheduling Accommodations
- Setting Accommodations
- Presentation Accommodations
- Response Accommodations
TESTING ACCOMMODATIONS

Timing/Scheduling Accommodations

Adjust the scheduling of a test:
  • time of day
  • planned breaks during test
  • multiple test sessions (testing over two or more days)
  • order of tests administration

Setting Accommodations

Adjust the place in which the testing normally occurs:
  • individual testing (one-on-one)
  • special lighting
  • adaptive or special furniture
  • test administered in locations with minimal distractions
  • hospital/home/non-school setting
TESTING ACCOMMODATIONS

Presentation Accommodations

Adjust the presentation of test material and/or test directions:
- visual aids (e.g., magnifying glass, large monitor, screen magnifier, graphic organizers, templates, masks or markers to maintain place)
- amplification equipment (e.g., hearing aid, auditory trainer, whisper phone)
- large-print
- Braille
- Plain English version
- reading directions to students
- written directions to accompany oral directions
- reading of test items aloud
- audio version of test items
- interpreting/transliterating directions (e.g., sign language, cued speech)
- interpreting/transliteratoring test items (e.g., sign language, cued speech)
TESTING ACCOMMODATIONS

Response Accommodations

Adjust the manner in which students respond to or answer test items:

- enlarged copy of the answer document
- student marks test booklet, responds verbally, points, uses augmentative communication device with auditory output, or indicates an answer and Examiner/Proctor marks answer document or clicks answer online
- communication board, pictorial presentation
- Braille
- word processor, word processor with speech-to-text, typewriter, or augmentative communication device
- spelling aids
- dictation using a recording device
- dictation to a scribe
- word prediction software
- calculator or arithmetic tables
- math aids
- calculator with additional functions
SOL tests, from Grade 3 through End-of-Course (EOC), are available in a paper/pencil format only for students with a documented need for a paper/pencil test. All other students will be required to take the online version of the tests. Students who meet one or more of the following criteria may be assigned a paper/pencil test:

- The student attends school in a location where a secure network connection or the required technology is not available to access an online test. Such locations include the following: special situations schools; homebound, residential, or hospital placement; or night school.

- The accommodation specified in the student’s IEP, 504 Management Plan, or LEP Student Assessment Participation Plan requires a paper/pencil test. Accommodations requiring a paper/pencil test include large-print test, Braille test, and flexible schedule (multiple testing sessions requiring more than one school day).
• The student has a documented medical condition such as a seizure disorder where exposure to a computer will aggravate the student’s condition. This documentation must be kept on file locally at the division.

• For other reasons, not listed, the Division Director of Testing (DDOT) must obtain prior approval from the Virginia Department of Education.
Standards of Learning (SOL) Assessments

Online Testing - Item Types
Model 1 is shaded to represent one whole. Which decimal and fraction are represented in Model 2?

- Option A: 0.1 and \(\frac{1}{10}\)
- Option B: 0.1 and \(\frac{1}{5}\)
- Option C: 0.2 and \(\frac{1}{10}\)
- Option D: 0.2 and \(\frac{1}{5}\)

Four Response Choices
Click on the exhibit window to view the Prompt and the Checklist for Writers. After reading the prompt, type your response in the space.
Technology-Enhanced Items are included on all online SOL tests except the Short-Paper component of SOL Writing, and all History/Social Science tests. Approximately 15% of online test items will be Technology-Enhanced Items.

There are four types of technology-enhanced items:
- drag and drop,
- hot spot (which includes number line and coordinate plane items),
- bar graph or histogram, and
- fill-in-the-blank.

Drag and Drop

Drag and drop items contain draggers and bays.
- Draggers are the answer options that are moved to bays in response to the question.
- Bays are areas of an item where draggers will remain once moved there.

Drag and drop items require a student to respond by moving one or more draggers from one place on the screen into a bay(s) elsewhere on the screen.
Directions: Click and drag the name to the correct location in the chart. Each name can be used more than once.

Sort each name of the animals shown into a set on the chart. Then sort each animal name into a subset.

Animals With Horns

- African Antelope
- Yak
- Pronghorn Antelope
- Bighorn Sheep
- Goat
- Bull

Animals With Horns

Set

Set

Long Hair

Short Hair

Subset

Long Tail

No Visible Tail

Subset

Long Tail

No Visible Tail

Subset

Subset

No Visible Tail
Hot Spot

Hot spot items contain hot spot zones which represent student answer options.  
- Answer options which may be part of a graphic, numbers, or text, that are selected in response to a question.  
- Hot spot items may require the student to select one or more hot spot zones (answer options) in order to correctly answer the item.  
- Number line and coordinate plane items require students to respond by clicking on a number line or coordinate plane to plot one or more points.  

The student selects a hot spot by clicking on it. After the hot spot is clicked, there will always be an indication that the zone has been selected as an answer, such as the hot spot being outlined in burnt orange, the hot spot being shaded, an asterisk being placed on the hot spot, or a red point being plotted on the number line or coordinate plane.
The second puzzle I created was a word search. I decided to use words that Mr. Keller said would be on our next spelling test. First, I drew lines to form an empty grid on my paper. I decided how to arrange the words after the grid was complete. Then I added many letters around the words so they were hidden. Luís one of my friends was the first person to try out my new puzzle. He was able to find all of our spelling words after only a few minutes of searching. My word search was an easy way for us to study for Mr. Keller’s spelling test. Mr. Keller was proud of me for finding a new way to make our class assignments interesting.

Making the different puzzles in the book was fun but sometimes difficult. I think anyone who is interested in puzzles will enjoy reading this book.

Directions: Click on the correct shaded area.

Which website would be most helpful for Adrian to find information about how to make a crossword puzzle?

- Wild About Puzzles
  Allows teachers, students, and parents to create word puzzles for home and school . . .

- Puzzles and Games for Kids
  A collection of word puzzles, matching games and mazes for beginners and . . .

- Puzzles Planet
  Share your word puzzles for others to enjoy . . .

- Working Out With Puzzles
  Solving word puzzles is good for keeping your brain active . . .

- Puzzles a Day
  Try different and challenging puzzles every day on our site . . .
Bar Graph or Histogram

Bar graph or histogram items require students to graph data by indicating the height (if the bars are vertical) or length (if the bars are horizontal) of one or more bars or intervals. The bar height or length is graphed by clicking on a location within the graph or by dragging the bar to the desired location.
A student measured the time it took for the temperature to decrease from 37°C to 28°C for each of four types of fabrics. Graph the data recorded in the table.

<table>
<thead>
<tr>
<th>Type of Fabric</th>
<th>Mean Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fleece</td>
<td>62</td>
</tr>
<tr>
<td>Flannel</td>
<td>45</td>
</tr>
<tr>
<td>Silk</td>
<td>37</td>
</tr>
<tr>
<td>Cotton</td>
<td>33</td>
</tr>
<tr>
<td>No Fabric</td>
<td>27</td>
</tr>
</tbody>
</table>
Fill-in-the-Blank

Fill-in-the-Blank items require students to input characters from the keyboard (numbers, letters, or symbols) to answer the question

- Some response boxes may limit the characters that can be entered. For instance, if the response is expected to be numeric, the student will not be able to enter letters.
- Students should carefully follow directions in fill-in-the-blank items, such as providing an answer in simplest form, rounding a number as indicated, or using significant digits.
Directions: Type the correct answer in the box.

The chart shows three RNA codes for a STOP codon. What is one of the three codes?

RNA Codon Chart

Question 6 of 14
Section 1
# Summary of SOL Test Scores and Performance Levels

<table>
<thead>
<tr>
<th>TEST</th>
<th>500 - 600</th>
<th>400-499</th>
<th>0-399</th>
<th>0-399</th>
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<tbody>
<tr>
<td></td>
<td>Pass/Advanced</td>
<td>Advanced/College Path</td>
<td>Pass/Proficient</td>
<td>Fail/Does Not Meet</td>
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<td>All Grade 3 - 8 Reading</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<td>All Grade 3 - 8 Mathematics</td>
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<td>All Science and History</td>
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</table>
Advanced College Path

End-of-Course (EOC) Algebra II (2009 Standards)

A student obtaining an “advanced /college path” score should have the necessary knowledge and skills for enrollment, without remediation, in an introductory credit-bearing college mathematics course with Algebra II as the highest prerequisite. Students who achieve an “advanced/ college path” score during their high school careers are expected to take additional mathematics courses beyond Algebra II as they continue to prepare for college.
Virginia Modified Achievement Standards Test (VMAST)

- Students participating in the VMAST are instructed in grade level content but are not likely to achieve proficiency in the same time frame as their non-disabled peers, and may require a variety of instructional and assessment supports. They do not receive a modified curriculum; the achievement expectations are modified.

- The VMAST is an alternate assessment based on modified achievement standards in which supports and simplifications are applied to existing online test items to make them more accessible to eligible students.

- Available, only as an online test, in grades 3-8 Reading and Mathematics, End-of-Course (EOC) Algebra I and End-of-Course (EOC) Reading.

- Will no longer be available after the 2013-2014 school year.

- Passing scores on the VMAST can be used for verified credit for the Standard or Advanced Studies Diploma, and can also be used to meet the literacy and numeracy requirement for the Modified Standard Diploma.

- Only students with an identified disability under IDEA 2004 who meet the eligibility criteria may be assessed through VMAST. Federal requirements do not allow students with disabilities identified under Section 504 to participate.
VMAST Supports and Simplifications

- Reduce answer options from 4 to 3
- Simpler structure or vocabulary
- Add precise language for clarification
- Reduce number of variables or simplify digits in mathematics problems
- Divide item into discrete steps
- Highlight, color code or box important information
- Provides strategies – reminders, hints, formulas
- Provides additional instructions
- Provides interactive tools
- Add/alter graphics
- Present items near relevant sections of short reading passages
What is the surface area of this rectangular prism?

\[ h = 3 \text{ cm} \]
\[ w = 5 \text{ cm} \]
\[ l = 8 \text{ cm} \]

\[ SA = 2lw + 2lh + 2wh \]

**Three Response Choices**

- A 79 cm²
- B 120 cm²
- C 158 cm²
Directions: Place the pointer tool over each answer choice to see the sentence in the box. Then select your answer.

Put JELL-O in the glasses.

Add the fruit strips to the JELL-O.

Push the marshmallows into the JELL-O.

Put graham cracker crumbs on top.

Which sentence belongs in the empty box?

A. Push the Goldfish into the JELL-O.
B. Let the JELL-O cool for a while.
C. Stir the JELL-O until it is thick.

Hint: Click on the to see the recipe.

Three Response Choices
Virginia Grade Level Alternative (VGLA)

- Alternative to the Standards of Learning (SOL) Assessments
- Portfolio based assessment/Collection of Evidence (COE) that contains student work samples
- Intended for students whose disabilities prevent them from accessing SOL content area assessments, even with accommodations, due to the format of the test
- Available in Science, History/Social Science, and Writing for Students with Disabilities (Special Education and Section 504)
- Available in Reading for English Language Learners (ELLs)
- Grade level mastery of Standards of Learning (SOL)
Students who qualify to participate in the VGLA will be required to demonstrate individual achievement of grade level content standards as presented in the SOL test blueprints for all content area assessments.

Two Separate Participation Criteria

- Special Education Students or Students with a 504 Plan
- Limited English Proficient Students with a WIDA Score of 1.0 - 3.3 (grades 6-8) or 1.0 - 3.5 (grades 3-5)
Virginia Substitute Evaluation Program (VSEP)

- Evidence Based /Student Portfolio Assessment (Course Work Compilation - CWC)
- Available to students grades 9-12 in courses with an End-of-Course SOL assessment
- Intended for Students With Disabilities (Special Education and 504)
- Available for students currently enrolled in a course, or who have already passed the course
- Initial participation requires approval by the Virginia Department of Education
- Special Permission VSEP available for small number of students in grades 3-8 with a disability
Virginia Alternate Assessment Program (VAAP)

VAAP is an assessment for students with a current IEP:
• Who have a significant cognitive disability
• Who require extensive direct individualized instruction
• Who are not working toward an advanced studies, standard or modified standard diploma
• Who are enrolled in grades 3 – 11
• 504 students are not eligible

It is a portfolio based assessment/Collection of Evidence (COE) of student work that:
• Addresses the Aligned Standards of Learning (ASOL) in the same content areas assessed at the student’s current grade level by the SOL
• Uses a variety of formats
• Shows mastery of skills
• Permits accommodations and flexibility of instruction
Cognitive Abilities Test (CogAT)

- The *Cognitive Abilities Test (CogAT)* is a group administered measure of students’ learned reasoning abilities in the three areas most linked to academic success in school:
  - Verbal, Quantitative and Nonverbal
- Each of these 3 batteries has three subtests
- Administered to all 2nd grade students in Loudoun County Public Schools
- Administered to help identify gifted students, and teachers can use results to plan for the diverse instructional needs of students
- LCPS administers the Form 7 - Level 8 paper/pencil version of the CogAT
- Test is in color, and is more reliant on pictures than previous versions of the CogAT
  - All subtests are non-verbal, except for the Sentence Completion subtest
  - No reading is required by students
- Prior to the “Live” test each student will complete a Practice Activities Booklet which can then be taken home
ACCESS FOR ELLs
(Assessing Comprehension and Communication in English State-to-State for English Language Learners)

ACCESS for ELLs is the state approved measure of English Language Proficiency that is administered annually to all English Language Learners (ELLs) from kindergarten through grade 12.

ACCESS for ELLs addresses four Domains: Listening, Reading, Speaking and Writing.

Structure of ACCESS for ELLs Test

Grade Level Cluster and Tier

<table>
<thead>
<tr>
<th>Grade Level Cluster and Tier</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>adaptive – no tiers</td>
</tr>
<tr>
<td>1-2</td>
<td>A B C</td>
</tr>
<tr>
<td>3-5</td>
<td>A B C</td>
</tr>
<tr>
<td>6-8</td>
<td>A B C</td>
</tr>
<tr>
<td>9-12</td>
<td>A B C</td>
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Each letter represents one tiered test form