



# Assessment Information for Students with Disabilities

District Wide Assessments

Standards of Learning

Virginia Alternate Assessment Program

Virginia Modified Achievement Standards Test

Virginia Grade Level Alternative

Virginia Substitute Evaluation Program

## Overview

This document provides information about the participation of students with disabilities in the assessment component of Virginia's Accountability System.

Students with disabilities shall participate, with or without accommodations, through the Standards of Learning (SOL) assessments, the Virginia Grade Level Alternative (VGLA), the Virginia Substitute Evaluation Program (VSEP), the Virginia Modified Achievement Standards Test (VMAST), or the Virginia Alternate Assessment Program (VAAP).

For all students with disabilities identified under IDEA 2004, the IEP team determines how the student will participate in the accountability system.

Decisions about participation and how a student with a disability shall be tested are made independently for each content area for the SOLs, VGLA, VSEP and VMAST. Students participating in VAAP must participate in the VAAP for each content area.

Students with disabilities also participate in district wide assessments, such as the PALS, CRT, SRI and SMI.

	District Wide Assessments	Standards of Learning (SOLs)														
DESCRIPTION OF ASSESSMENT	<p>The Phonological Awareness Literacy Screening (PALS) assesses young children’s knowledge of several important literacy fundamentals which are predictive of future reading success. This test is required by ACPS for all students in grades K-2. Additionally, Pre-K students may participate, as well as some students in grade 3.</p> <p>The WIDA ACCESS for ELLs is a standards-based, criterion-referenced English language proficiency test designed to measure English language learners’ social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, math, science and social studies across the four language domains. This test is required for ELL students in grades K-12.</p> <p>Students enrolled in ACPS take the Criterion Referenced Tests (CRT) at the end of the 1<sup>st</sup> quarter of the school year in the content areas for which they are scheduled to take a spring SOL. Results are used for diagnosis and remediation for content areas at all grade levels.</p> <p>Students in grades K-2 participate in the Mathematics Diagnostic Assessment (MDA) in the fall and spring of each school year. The MDA is an assessment tool designed to measure the mathematical skill levels of students entering their respective grades and will provide instructional information to the teacher to facilitate the planning for each student.</p> <p>Abilities tests attempt to measure a student’s potential for learning or capacity for future learning. ACPS has two such tests that all students take unless the IEP team determines otherwise. First graders take the Naglieri Nonverbal Abilities Test- 2<sup>nd</sup> Edition (NNAT2), which is a brief, nonverbal measure of general ability. Third graders take the Cognitive Abilities Test (CogAT), which measures developed abilities, not innate abilities.</p> <p>The Scholastic Reading Inventory (SRI) is given to students in grades 3-12. The Scholastic Math Inventory (SMI) is given to students in grades 3-8. These assessments measure students’ reading and math levels, as well as growth over time.</p>	<p>The Standards of Learning (SOLs) are used to measure students’ knowledge of English (Reading and Writing), math, science, and history. The SOLs are also used to accredit schools and to determine if schools have met all Annual Measurable Objectives (AMOs) under No Child Left Behind. These are standardized, criterion-referenced tests. The SOLs are administered online and consist of multiple-choice and technology-enhanced items.</p> <table><tr><th>Content Areas</th><th>Grade</th></tr><tr><td>Reading, Math</td><td>3</td></tr><tr><td>Reading, Math, History</td><td>4</td></tr><tr><td>Reading, Math, Science</td><td>5</td></tr><tr><td>Reading, Math</td><td>6</td></tr><tr><td>Reading, Math</td><td>7</td></tr><tr><td>Reading, Math, Science, History and Writing</td><td>8</td></tr></table> <p>In high school, SOL tests in English, math, science and history are administered when students complete specific courses. The following End-of-Course (EOC) SOLs are available to students:</p> <ul style="list-style-type: none"><li>• English: Reading</li><li>• English: Writing</li><li>• Algebra I</li><li>• Algebra II</li><li>• Geometry</li><li>• Earth Science</li><li>• Biology</li><li>• Chemistry</li><li>• World Geography</li><li>• World History I</li><li>• World History II</li><li>• U.S./V.A. History</li></ul>	Content Areas	Grade	Reading, Math	3	Reading, Math, History	4	Reading, Math, Science	5	Reading, Math	6	Reading, Math	7	Reading, Math, Science, History and Writing	8
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	Virginia Alternate Assessment Program (VAAP)	Virginia Modified Achievement Standards Test (VMAST)	Virginia Grade Level Alternative (VGLA) Assessment	Virginia Substitute Evaluation Program (VSEP)
<b>DESCRIPTION OF ASSESSMENT</b>	<p>The <b>VAAP</b> is the measurement of student performance for individuals with <b><u>significant cognitive disabilities</u></b> who are unable to participate in state-wide Standards of Learning (SOL) testing, even with accommodations.</p> <p>The VAAP will measure the student's individual achievement of the Aligned Standards of Learning (ASOLs) in the areas of reading, math, science and history/social studies. The content areas in which the student tests mirror the SOL tested content areas for each grade level. The ASOLs represent academic skills that will serve as a framework for the academic curriculum for students with significant cognitive disabilities. The ASOLs are based on SOL skills that have been reduced in depth and complexity.</p> <p>Student performance and supporting evidence are called a collection of evidence (COE).</p>	<p>The <b>VMAST</b> is intended for students with disabilities who are being instructed in grade level content but are not likely to achieve proficiency in the same time frame as their non-disabled peers. The VMAST is an online grade level alternative assessment designed for a small group of students with disabilities.</p> <p>Students participating in the VMAST do not receive a modified curriculum; the achievement expectations are modified and rigor is reduced by including supports/simplifications that allow participating students to access and demonstrate knowledge of grade level content.</p> <p>VMAST assessments for End-of-Course (EOC) Algebra 1 and EOC Reading are available for eligible students with disabilities pursuing a Standard Diploma with credit accommodations.</p> <p>VMAST assessments for grade 8 mathematics and grade 8 reading are available for students with disabilities pursuing a Modified Standard Diploma. The Modified Standard Diploma is available only to students who entered the 9<sup>th</sup> grade for the first time prior to the 2013-2014 school year.</p>	<p>The <b>VGLA</b> is an alternative assessment designed for students with disabilities who have attained the knowledge and skills addressed by the Virginia SOLs but are unable to access the assessment(s) due to the nature of their disabilities and the type of accommodations they use to access content and/or assessments. <u>It will no longer be available to students with disabilities starting the 2015-16 school year.</u></p> <p>VGLA assessments are available to eligible students with disabilities in Grade 5 and Grade 8 Science, Grade 8 Writing, and Grades 3-8 for Content Specific History (<i>Virginia Studies and Civics and Economics</i>).</p> <p>The VGLA allows students to demonstrate individual achievement of Virginia SOL content through means other than multiple-choice formats. It is designed for students who cannot demonstrate individual achievement on SOL tests even with accommodations but can demonstrate individual achievement through alternative formats.</p> <p>The VGLA measures the same grade level SOLs as are measured by the SOL test. Participants are expected to submit a collection of evidence to demonstrate individual achievement on the SOLs for a given content area.</p>	<p>The <b>VSEP</b> is an alternative method of assessing designed for students with disabilities who have attained the knowledge and skills addressed by the SOLs but who are unable to participate in the SOL assessments even with testing accommodations due to the nature of their disability.</p> <p>The VSEP provides eligible students with the opportunity to earn requisite verified credits for a standard or advanced studies diploma or to meet the requirements of a modified standard diploma through non-traditional means. VSEP is also available to students in grades 3-8 in reading and math with special permission from the VDOE.</p> <p>Student performance and supporting evidence are called a Course Work Compilation, which is a selection of student work that demonstrates to the review panel that the student is proficient in the SOL for a specific course/content area.</p> <p>The VSEP measures the same end-of-course (EOC) SOLs as are measured by the multiple-choice tests. The VSEP is also used to demonstrate literacy and/or numeracy certification for eligible students seeking a Modified Standard Diploma.</p>

	VAAP	VMAST	VGLA	VSEP
<b>PARTICIPATION CRITERIA</b>	<p><b>Students participating in the VAAP must meet ALL of the following criteria:</b></p> <p>The student has a current IEP based on the ASOLs.</p> <p>The student demonstrates significant cognitive disabilities. (See the attached VDOE Guidance Document on VAAP Participation Criteria and the Determination of Significant Cognitive Disabilities.)</p> <p>The student's present level of performance indicates the need for extensive, direct instruction and/or intervention in a curriculum framework based on the ASOLs.</p> <p>The present level of performance, or student evaluation, may also include personal management, recreation and leisure, school and community, vocational, communication, social competence and/or motor skills.</p> <p>The student requires intensive, frequent, and individualized instruction in a variety of settings to show active interaction and achievement.</p> <p>The student is working toward educational goals other than those prescribed for a Modified Standard, Standard or Advanced Studies diploma.</p>	<p><b>Students participating in VMAST must meet ALL of the following criteria:</b></p> <p>The student has a current IEP with standards-based content goals.</p> <p>The student has a disability which precludes him/her from achieving and progressing commensurate with grade-level expectations.</p> <p>The student's achievement and progress have been evaluated using multiple, objective measures of evidence.</p> <p>Supports used for daily instruction and classroom assessment are clearly documented.</p> <p>When a student is participating for verified credit purposes, the student must pass the course and have scored a 374 or below on two attempts of the corresponding SOL.</p>	<p><b>Students participating in VGLA must meet ALL of the following criteria for each content areas considered:</b></p> <p>The student has a current IEP with standards-based content goals.</p> <p>As a result of a disability, the student demonstrates his/her individual achievement of SOL content through a means other than multiple-choice formats.</p> <p>As a result of a disability, the student is unable to demonstrate his/her individual achievement on the SOL test for the assigned course or grade level using available standard and/or nonstandard accommodations and/or formats.</p> <p>The student demonstrates work on SOL content that is at grade level.</p>	<p><b>Students participating in VSEP must meet ALL of the following criteria:</b></p> <p>The student has a current IEP with standards-based content goals.</p> <p>The impact of the student's disability demonstrates to the IEP team that the student will not be able to access the SOL assessment(s) even with accommodations and, therefore, requires a substitute evaluation.</p> <p>The student is enrolled in or has passed a course that has an SOL EOC test and/or the student is pursuing a Modified Standard Diploma.</p> <p>Special permission is required for students in grades 3-8. The student must achieve and maintain grade level proficiency on applicable SOLs. Typically, the student has experienced a new disability or a rapid deterioration of sensory functions, or a unique disability that prevents the student from accessing the SOL assessment even with allowed testing accommodations.</p>
		<p>In considering possible participation in VMAST, VGLA and VSEP, IEP team committee members need to be sure that all possible standard accommodations have been examined within the student's program in order to provide access to the content and assessment within the specific SOL course. In order for IEP teams to make appropriate decisions regarding student participation in alternate/alternative assessments, team members should have supporting documentation (e.g. work samples, VDOE forms, etc.) to discuss at the meeting. In addition to completion of the IEP components related to alternate/alternative assessments, the team must complete and submit all supporting documentation to the Department of Accountability.</p>		