

Division Director of Testing Regional Meeting Fall 2018

Assessment Updates for
Students with Disabilities

2018 - 2019 State Assessment Options for Students with Disabilities

Standards of Learning (SOL) Tests with or without accommodations

- Students are instructed in grade level content. Disability does not prevent the demonstration of knowledge through multiple-choice and technology enhanced formats with or without accommodations.

Virginia Alternate Assessment Program (VAAP)

- Students are not instructed in grade level content. Disability requires content that is reduced in depth and complexity. In Virginia, these are the Aligned Standards of Learning (ASOL).

Virginia Modified Achievement Standards Test (VMAST) (1 of 2)

- VMAST assessment for End-of-Course (EOC) Reading is available for eligible students with disabilities pursuing a Standard Diploma with credit accommodations who need a verified credit in reading.
- To take the EOC Reading VMAST assessment, students must:
 - meet the VMAST eligibility requirements,
 - pass Grade 11 English, and
 - score 374 or below on the EOC Standards of Learning test after taking the test at least twice.

Virginia Modified Achievement Standards Test (VMAST) (2 of 2)

- The VMAST Algebra I assessment is no longer available beginning in the 2018-2019 school year.
- The VMAST EOC Reading assessment will no longer be available after the 2018-2019 school year.

Modified Standard Diploma

- The Modified Standard Diploma is only available to students who entered the 9th grade prior to the 2013-2014 school year.
- To meet the numeracy requirement for the Modified Standard Diploma, students will take the Grade 8 Mathematics (2009 SOL) tests or the Plain English version of the Grade 8 Mathematics (2009 SOL) tests.
- These mathematics tests will continue to be available to students seeking the Modified Standard Diploma.

Virginia Substitute Evaluation Program (VSEP) (1 of 2)

- Previously, students with disabilities who participated in the Virginia Substitute Evaluation Program (VSEP) were counted as non-participants for the purposes of federal accountability.
- Based on feedback from the United States Department of Education, this policy is no longer permitted.
- As a result, VSEP is no longer available to students beginning in the 2018-2019 school year.
(See Superintendent's Memo 223-18)

Virginia Substitute Evaluation Program (VSEP) (2 of 2)

- Students who previously participated in VSEP will now be required to take the Standards of Learning tests or, if appropriate, participate in the Virginia Alternate Assessment Program (VAAP) to meet federal accountability requirements.
- To provide additional opportunities for these students to earn verified credits, the Virginia Board of Education approved an expansion of the available credit accommodations at its September 20, 2018, meeting.

Virginia Alternate Assessment Program (VAAP) (1 of 2)

- The Virginia Alternate Assessment Program (VAAP) is intended to assess the achievement of students with significant cognitive disabilities who are unable to participate in the Standards of Learning (SOL) assessment program.
- Work samples used for the VAAP Collections of Evidence demonstrate the student's achievement of the Aligned Standards of Learning (ASOL) that are based on the SOL but are reduced in depth and complexity.
- The United States Department of Education has recently notified states that assessments such as VAAP that consist solely of student work samples will not be permitted under the Every Student Succeeds Act (ESSA).

Virginia Alternate Assessment Program (VAAP) (2 of 2)

- Virginia Department of Education staff will be revising VAAP to comply with ESSA requirements.
- The new alternate assessment will be available for administration by 2021-2022 and will measure ASOL derived from the 2016 mathematics SOL, the 2017 English SOL, and the 2018 science SOL.
- For the 2018-2019, 2019-2020, and 2020-2021 school years, the currently available VAAP based on student work samples aligned to the 2009 Mathematics ASOL and the 2010 English and Science ASOL will continue to be administered.

Important Dates - VAAP 2018-2019

January 2 - May 15, 2019: Register VAAP submissions

March 25 - May 15, 2019: VAAP Score Entry

May 31, 2019: Shipping materials for audit COE arrive

June 5, 2019: Deadline to ship audit COE to Pearson

June 28, 2019: All score corrections/test statuses due

July 8, 2019: All score reports available in PA^{Next}

July 19, 2019: VAAP Authorization to Report due date

July 26, 2019: Audited COE returned to divisions

Qualification of VAAP Scorers

Beginning in 2018-2019, school divisions are encouraged to qualify scorers for local VAAP scoring events. (Note: This is a change.)

School divisions must

- Select appropriate persons as scorers.
- Ensure selected scorers attend training regarding scoring of VAAP Collections of Evidence (COE).
- Ensure all security and scorer agreements are signed.

Important VAAP Reminders (1 of 3)

- Ensure that only the 2018–2019 VAAP Implementation Manual, affidavits, forms, and checklists are used in conjunction with 2018–2019 submissions. Please destroy all “old” VAAP manuals, affidavits, forms, and checklists.
- Evidence for VAAP collections must be completed under the supervision of the content area teacher or other school personnel and under testing conditions in which the student does not have access to the subject content or curriculum, hints, clueing, prompts, or test taking strategies that would provide an unfair advantage.

Important VAAP Reminders (2 of 3)

Affidavit for the Alternate Assessment

- An *Affidavit of Student Performance* must be completed by all staff and personnel involved with the development of the COE to ensure that the student independently completed all evidence under the supervision of the content area teacher or other school personnel and under testing conditions.
- The *Affidavit of Student Performance* must be completed and signed prior to submission for scoring.

Important VAAP Reminders (3 of 3)

School Division Personnel Test Security Agreement for the Alternate Assessment

- All individuals involved in the administration of the Virginia Alternate Assessment Program (VAAP), including collection development, monitoring, and pre-scoring, MUST read, understand, and agree to adhere to the *School Division Personnel Test Security Agreement for the Virginia Alternate Assessment Program* prior to collecting, submitting, and pre-scoring student evidence.
- The test security agreement must be kept on file in the office of the Division Director of Testing (DDOT).

Audio Accommodation for Online Mathematics (2016 SOL) Tests

- Beginning in spring 2019, the audio accommodation for the online Mathematics (2016 SOL) tests will be delivered through the text-to-speech feature in TestNav.
- Practice items will available in fall 2018 for teachers and students to experience the text-to-speech audio and controls in TestNav.
- A testing memo will be sent to announce when the Mathematics (2016 SOL) practice items are updated with the text-to-speech feature.

Paper, Large Print, and Braille Mathematics Tests Based on the 2016 SOL

- New SOL tests assessing the 2016 Mathematics SOL will be introduced in spring 2019.
- The paper, large print, and braille Grades 3-8 and EOC Mathematics (2016 SOL) tests will not have an audio CD available.
- If a student taking a paper, large print, or braille test requires an audio test accommodation, then a read-aloud accommodation (i.e., the examiner reads the test to the student) must be provided.
- Refer to Appendix B for guidance on Read-Aloud test administrations.

Unified English Braille (UEB)

- Beginning in spring 2019, the braille version of the new Mathematics (2016 SOL) tests will be transcribed in Unified English Braille (UEB).
- Statewide assessments will be transcribed in UEB for literary and technical content areas (e.g., reading, writing, mathematics, and science) as new assessments are implemented to align with revised Standards of Learning (SOL).
- For example, braille versions of the new English tests based on the 2017 English SOL will be transcribed in UEB beginning in spring 2020.
- See Superintendent's Memo 198-16

Plain English Mathematics

- All 2016 SOL Mathematics test items have been designed to incorporate Universal Design principles; therefore, separate plain English versions of the Mathematics (2016 SOL) tests will not be provided.

Calculator Accommodations

Calculator with Additional Capabilities

Accommodation Code 28

Calculator with Accessibility Features

- Large display, large buttons and/or audio
- Same mathematical capabilities as approved calculators

Calculator with Additional Mathematical Capabilities

- Additional mathematical capabilities must be required for the student to access the SOL.
- The need for the additional mathematical capabilities based on the student's disability must be described in the Justification Statement of the *Calculator Accommodation Criteria Form*.

Calculator Accommodation- Student Disability

The IEP Team or 504 Committee must consider the unique aspects of the student's disability which have an impact on the student's ability:

- to access the mathematics curriculum, and/or
- to demonstrate his or her understanding of the mathematical concepts assessed on the SOL test.

Calculator Accommodation- Identify Need

In light of the characteristics of the student's disability, the IEP Team or 504 Committee must,

- consider the types of instructional methods and accommodations used in the classroom and types of assessment accommodations, other than a calculator, which will be provided for the student, and
- identify the specific calculator accessibility features and/or additional mathematical capabilities which correlate to the aspect(s) of the student's disability and are required by the student to access the SOL assessment.

Complete Calculator Accommodation Criteria Form

The IEP Team or 504 Committee must complete the Calculator Accommodation Criteria Form to document the student's need to use:

- a calculator with accessibility features, and/or
- a calculator with additional mathematical capabilities, and/or
- a calculator and/or arithmetic tools on the non-calculator portion of a SOL Mathematics assessment.

Calculator Accommodation- Use Checklist

The IEP Team or 504 Committee must:

- complete the *Checklist of Mathematical Capabilities for Approved Calculators* provided with the *Calculator Accommodation Criteria Form* for each calculator considered, and
- select the calculator best suited to provide the features or capabilities required by the student.

Calculator Accommodation-Justification Statement

The IEP Team or 504 Committee must complete each pertinent Justification Statement including:

- a description of the impact of the student's disabilities as related to mathematics,
- a complete list of the calculator's accessibility features and/or additional mathematical capabilities based on the completed *Checklist of Mathematical Capabilities for Approved Calculators*, and
- an explanation of how the specific characteristics of the student's disabilities are addressed by the features and/or capabilities of the selected calculator.

Calculator Accommodation-Submission to VDOE

The DDOT must submit a *Special Assessment Accommodation Request* with the *Calculator Accommodation Criteria Form* to VDOE,

- if the IEP Team or 504 Committee determines that the student with disabilities requires a specific calculator with accessibility features and/or additional mathematical capabilities
and
- the calculator has one or more additional mathematical capabilities that the student is not eligible to use.

Calculator Accommodation-VDOE Approval

The *Special Assessment Accommodation Request* must explain how student access to the specific additional mathematical capabilities the student is not eligible to use will be prevented during testing.

Please note:

- Some additional mathematical capabilities are integrated into the calculator (e.g., Algebraic or Equation Operating Systems, multi-line display) so that they may not be restricted.
- Any student using such a calculator will inherently use those capabilities and, thus, must be eligible to do so.

Desmos Online Calculator - Transition

- Beginning with the SOL *Mathematics* tests based on the 2016 *Mathematics* SOL, the Desmos online calculator will be integrated into the TestNav application.
- See [Superintendent's Memo No. 144-18](#) published June 1, 2018.
- As part of the transition through summer 2019, all students taking the online version of the SOL *Mathematics* tests based on the 2016 *Mathematics* SOL may use the Desmos online calculator and one of the approved hand-held calculators.
- Beginning in 2019-2020, students taking online tests will use only the Desmos online calculator.

Calculator Use – Paper Test

- A student who does not have an IEP or 504 Plan may be eligible to take a paper test for a number of reasons including a medical or temporary condition or the location of testing.
- Please refer to the Documentation of Need for a Paper Standards of Learning Assessment for further information on student eligibility.
- A student, found eligible to take a paper version of the Mathematics test based on the 2016 Mathematics Standards of Learning, may use a calculator chosen from the list of approved calculators found in the appropriate Test Implementation Manual.

Students with Disabilities & Desmos

- The IEP Team or 504 Committee will continue to determine a student's eligibility to use a hand-held calculator other than a VDOE-approved calculator (including the Desmos online calculator).
- If a student is eligible to take the paper version of a SOL *Mathematics* test based on the 2016 *Mathematics* Standards of Learning, the student may use a hand-held calculator from the approved calculator list.

Students with Disabilities & Desmos - Paper Test

If the IEP Team or 504 Committee determines that a student with a disability taking a paper version of the *Mathematics* test based on the 2016 *Mathematics* SOL requires the use of

- a hand-held calculator which is not on the approved calculator list,

OR

- the Desmos online calculator or another calculator app,

Then the DDOT must submit a *Calculator Accommodation Criteria Form* and a *Special Assessment Accommodation Request* to the VDOE.

Updates to Appendix B of Testing Manuals: Special Testing Accommodations Students with Disabilities (SWD) English Learners (EL)

Testing Accommodations for SWD

(1 of 4)

- Visual Aids—students with disabilities may use a paper Periodic Table of the Elements on the online *Chemistry* SOL test.
 - Graphic organizer template software guidance has also been added. This information is not in the *Writing Examiner's Manual* or the *Fall Writing TIM*. Refer to any Non-Writing manual for the update.
- Headphones, Ear Muffs, or Ear plugs—has been renamed Noise Dampening Equipment. This is also noted in the Table of Testing Accommodations, in Appendix B.

Testing Accommodations for SWD

(2 of 4)

- Plain English Mathematics—guidance for 2018-2019 has been added. PE Mathematics only available with 2009 SOL tests.
- Communication Board, Choice Cards—information added stating, the Communication Board or Choice Cards must rest on the work surface and may not be held by the examiner.
- Spelling Aids—information added to the statement, the spelling dictionary must not contain spelling rules, punctuation rules, words used in sentences, pictures, or other clueing.

Testing Accommodations for SWD

(3 of 4)

- English Dictionary—information added to direct staff to submit a *Special Assessment Accommodation Request* if the student requires the use of an electronic dictionary to access the online short-paper component of the *Writing* test.
- Dry Erase Board—guidance for maintaining test security has been added for when large or small dry erase boards are provided.

Testing Accommodations for SWD

(4 of 4)

- Information Boxes Updates—the following information boxes have been updated to clarify and/or correct procedures:
 - Guidance for Reading Tests Aloud—Information for all Assessments
 - Guidance for Creating an Online Read-Aloud Test Session
 - Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (CAT)

Testing Accommodations for EL

(1 of 2)

- Testing Accommodations for English Learners (EL): Updates have been made to some existing accommodations. See Appendix B for specific details related to the following:
 - Formerly EL—the criteria for determining Formerly EL monitor status years 1, 2, 3, and 4 has been updated.
- Plain English Mathematics—guidance for 2018-2019 has been added. PE Mathematics only available with 2009 SOL tests.

Testing Accommodations for EL

(2 of 2)

- Dictation to a Scribe—information for transcribing the student's response has been added.
- Information Boxes Updates—the following information boxes have been updated to clarify and/or correct procedures:
 - Guidance for Reading Tests Aloud—Information for all Assessments
 - Guidance for Creating an Online Read-Aloud Test Session
 - Guidance for Creating an Online Session for the Read-Aloud Accommodation for Computer Adaptive Tests (CAT)