

Update on the Virginia Assessment Program

Shelley Loving-Ryder
Assistant Superintendent for Student Assessment
and School Improvement
March 22, 2012



Update on the Alternate/Alternative Assessments

- **Virginia Alternate Assessment Program (VAAP)**
 - New mathematics ASOLs implemented in 2011-2012
 - New “cut scores” adopted by the Virginia Board of Education in June 2012
- **Virginia Grade Level Alternative (VGLA)**
 - No longer available in mathematics
 - Reading no longer available for students with disabilities beginning in 2013



Update on the Alternate/Alternative Assessments for 2011-2012

- **Virginia Substitute Evaluation Program (VSEP)**
 - New mathematics SOL (2009) implemented except for those students who are re-submitting CWCs started under the 2001 mathematics SOL
 - Expansion for small number of students who require a work sample-based assessment for grades 3-8 mathematics



Update on the Alternate/Alternative Assessments: 2011-2012

- **Virginia Modified Achievement Standards Test (VMAST)**
 - Operational for Grades 3-8 mathematics and Algebra I
 - Field test for grades 3-8 reading and end-of-course reading



Implementation of New Standards of Learning Tests

- History in 2010-2011
- Mathematics in 2011-12
- Reading, Writing, and Science in 2012-13



Use of Technology-Enhanced Items

- Development of tests to be administered primarily online allows use of “technology-enhanced” items
- Such items allow students to indicate answers in different ways and provide new ways of assessing higher order thinking skills.



Online Testing in Virginia



2008 – 2009		2009 – 2010		2010-2011	
Paper tests:	841,630 (31%)	Paper tests:	595,709 (22%)	Paper tests:	358,917 (13%)
Online tests:	1,850,013 (69%)	Online tests:	2,104,490 (78%)	Online tests:	2,418,599 (87%)

Phase-Out of Paper/Pencil Testing

- Language in the Appropriations Act requires that all Standards of Learning (SOL) tests be administered online by:
 - 2010-2011 for all high schools
 - 2011-2012 for all middle schools
 - 2012-2013 for all elementary schools



Phase-Out of Paper/Pencil Testing: Exceptions

SOL tests will continue to be available in a paper/pencil format for students with a documented need.

Examples include:

- Student attends school in a location where the required technology is not available to access an online test (e.g., outplaced students or those who are homebound)



Examples of Documented Needs for Paper/Pencil Testing

- The accommodation specified in the student's IEP, 504 Management Plan, or LEP Plan requires a paper test (e.g., Large-Print or Braille).
- The student has a documented medical condition such as a seizure disorder where exposure to a computer will aggravate the student's condition.
- Other exceptions must be approved by the VDOE.



Use of Technology-Enhanced Items: Guiding Principles

- An online format will be the primary delivery mode for all SOL tests by 2012-2013.
- Include some technology-enhanced items in addition to multiple-choice items. Approximately 15% of items will be technology-enhanced.
- Technology-enhanced items are computer-scored.



Implementation of Technology-Enhanced Items 2010-2011

- Technology-enhanced items were field tested in Grades 6, 7, and 8 mathematics and Algebra I, Geometry, and Algebra II online tests.



Implementation of Technology-Enhanced Items 2010-2011

- Practice mathematics items are provided on the VDOE Web site. The items include examples of new item types as well as those which demonstrate increased rigor.
- A guide is provided for each set of mathematics practice items. Teachers should use the guides with students to familiarize them with the functionality of the technology-enhanced items.



Practice Items and Guides Available on VDOE Web Site

SOL PRACTICE ITEMS

These practice items provide examples of the new content and increased rigor represented by the revised Standards of Learning (SOL) and illustrate the new Technology-Enhanced Item types for the mathematics, reading, science, and writing SOL tests. Technology-Enhanced Items (TEI) require students to indicate their responses in more than a multiple-choice format.

Please note that the practice items are not intended to be a complete list and are not intended to cover all content for the grade level or course. Furthermore, while the practice items provide examples of some TEI, they are not intended to represent all types of functionally associated with these item types.

Mathematics

Mathematics Practice Items
Clicking on a link for the Practice Items will launch the items in a browser window.

Grade/Course	Practice Items	Practice Items Guides (PIG)
Grade 3	Practice Items	Guide
Grade 4	Practice Items	Guide
Grade 5	Practice Items	Guide
Grade 6	Practice Items	Guide
Grade 7	Practice Items	Guide
Grade 8	Practice Items	Guide

Mathematics Practice Items using eSAT Learner Software
Clicking on a link below will send you to your computer. To access a practice item file, you must search the eSAT program.

eSAT Learner Software - The eSAT learner software must be installed on your computer to access the practice items listed below. If it is not already on your computer, click the eSAT link below.

Grade/Course	Practice Items For eSAT	Practice Items For eSAT	Practice Items Guide (PIG)
Algebra I	Practice Items (02040001)	Practice Items (02040002)	Guide
Geometry	Practice Items (02040003)	Practice Items (02040004)	Guide
Algebra II	Practice Items (02040005)	Practice Items (02040006)	Guide



Practice Items and Guides Available on VDOE Web Site (cont'd)

English

English Practice Items
Clicking on a link for the Practice Items will launch the items in a browser window.

Grade/Course	Practice Items	Practice Items Guides (PIG)
Grade 3	Practice Items	Guide
Grade 4	Practice Items	Guide
End of Course	Practice Items	Guide

Science

Science Practice Items
Clicking on a link for the Practice Items will launch the items in a browser window.

Grade/Course	Practice Items	Practice Items Guides (PIG)
Grade 3	Practice Items	Guide
Grade 4	Practice Items	Guide
Grade 5	Practice Items	Guide
Biology	Practice Items	Guide
Earth Science	Practice Items	Guide
Chemistry	Practice Items	Guide



Implementation of Technology-Enhanced Items 2011-2012

- Technology-enhanced mathematics items will be "operational" for grades 6, 7, 8 and Algebra I, Geometry, and Algebra II.
- Technology-enhanced mathematics items will be field tested in grades 3 - 5. Practice items are posted on VDOE Web site.



Implementation of Technology-Enhanced Items 2011-2012

- Technology-enhanced items will be field tested in reading and science online test forms.
- Practice items and accompanying guides for reading and science will be provided via the VDOE Web site.



Implementation of Online Writing Test 2011-2012

- A large scale, stand-alone field test of the online writing test will occur in spring 2012.
- The field test will include writing prompts and multiple-choice items, including technology-enhanced items.
- Practice items and accompanying guides will be provided via the VDOE Web site.



Implementation of Online Writing Test 2011-2012

- A writing interface that mirrors the one students will use to respond to the online prompt is available on the VDOE Web site
- Interface includes tools such as cut, copy, paste, undo, redo, spell check and indent.



Practice Writing Interface



Demonstration of Technology-Enhanced Items

<http://vaassessments.com/v/VAtedemo/>



Contact Information:

student_assessment@doe.virginia.gov

(804) 225-2102



Development of “Advanced/College Path” Achievement Levels

- Will be developed for Algebra II, end-of-course reading and end-of-course writing
- Replaces the “advanced” achievement level for these tests
- The “proficient” achievement level will still verify credits for graduation



Steps in Establishing “College Path” Scores

- Identification of what students should know and be able to do by higher education faculty
- Development of tests that include items that measure this content
- Development of performance level descriptors that describe the content and skills that a student should demonstrate on the test
- Establishment of “college path” cut scores



Process Described Using Algebra II as an Example

- Due to new mathematics tests being implemented in 2011-2012, Algebra II is the first test to have an established “college path” achievement level
- Same process will be used for EOC reading and EOC writing



Identification of Content: Survey of College Faculty

- Conducted survey with higher education faculty to determine to what extent Algebra II and Geometry SOL are associated with being successful in introductory credit-bearing college mathematics classes



Characteristics of Higher Education Faculty

Faculty surveyed were

- from 2-year and 4-year institutions and
- taught introductory credit bearing courses such as College Algebra, Introductory Statistics, or Pre-Calculus



Identification of Content: Survey of College Faculty

- Asked to rate Algebra II and Geometry SOL as to whether the content was “essential,” “important,” “relevant,” or “not relevant” as prerequisites for success in an introductory credit-bearing mathematics class
- Success defined as a “C” or better in the class



Survey Results

- Algebra II SOL closely associated with success in college mathematics courses
- Geometry SOL not as closely associated
- “College path” achievement level will be set for Algebra II but not for Geometry



Development of Tests to Support “College Path” Score

- New Algebra II SOL test developed to include
 - Sufficient items measuring content identified by survey
 - Items of appropriate difficulty
- Geometry and Algebra I tests were developed with increased rigor to ensure that students are “on track” to be prepared for college



•Development of Performance Level Descriptors

- First step in establishing “college path” cut score is development of “performance level descriptors” that described what is expected
- Committees of mathematics educators used results of survey as well as own expertise to develop descriptors of what the “college path” student should know and be able to do



Standard Setting

- In November 2011 committees of educators were convened to review Algebra II test and recommend “cut scores” for “proficient” and “college path”
- Committee included secondary educators and representatives from two-year and four-year institutions of higher education



Standard Setting

- Performance Level Descriptors were used to ensure that committee members had a common understanding of what is expected for students to be considered “proficient” or “advanced/college path.”



Definition of “College Path” for Algebra II

A student obtaining an “advanced/college path” score on the Algebra II test 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.



Standard Setting

- Committee members reviewed each test item and determined whether, as defined by the performance level descriptors, a “proficient” student should answer it correctly and whether an “advanced/college path” student should answer it correctly.



Standard Setting

- Similar process used to establish cut scores for Algebra I and Geometry.
- Cut scores for Algebra I and Geometry identify students as “proficient” and “advanced”(advanced will indicate “on track” to be prepared for college)



Articulation Committee

- Composed of representatives from standard setting committees for Algebra I, Geometry, and Algebra II
- Reviewed recommendations of each committee to ensure that expectations across the tests were reasonable



Next Steps

- Score reports for Algebra II will indicate student's achievement level as "fails," "proficient," or "advanced/college path."
- Evaluate success of students taking new Algebra II test in college to validate "advanced/college path" achievement level



EOC Reading and Writing

- Same process used for Algebra II will be used for EOC Reading and Writing in 2012-2013

