

Changes to the Virginia Alternate Assessment Program (VAAP)

State Special Education Advisory Committee
September 27, 2012

Changes in 2014-1015

In 2014-2015 Virginia will implement a new online alternate assessment program for students with significant cognitive disabilities to replace the current “Collections of Evidence” in reading, writing, and mathematics.

Online Alternate Assessment

- The online alternate assessment is being developed by the Dynamic Learning Maps (DLM) Alternate Assessment System Consortium
- The DLM Consortium includes 13 states
- The DLM Assessment is based on research on how students with significant cognitive disabilities learn

DLM Alternate Assessment

The DLM system is designed to map a student's learning throughout the year. The system will use items and tasks that are embedded in day-to-day instruction. In this way, testing happens as part of instruction, which both informs teaching and benefits students.

DLM Alternate Assessment



- Think of the DLM system as a road map. There are many different ways or paths (short, long, curvy) to get to one's destination. It's the same for students learning. Students learn in many different ways and for some the path may be short for others it may be long.

DLM Essential Elements

- The Essential Elements are specific statements of the content and skills that are expected of students with significant cognitive disabilities in reading, mathematics and writing.
- They are linked to the grade level Common Core State Standards (CCSS) and to the Standards of Learning (SOL).

DLM Benefits

- Online format for Reading, Writing and Mathematics will address the intensive time and labor associated with current VAAP for these content areas.
- Computer adaptive feature will ensure that students are administered tasks/items appropriate to their ability levels.
- Support and contribution of multi-state consortium will address NCLB technical requirements critical to peer review.

DLM Implementation Time

- By 2014-15, the DLM will be fully implemented in the areas of Reading, Mathematics and Writing.
- History and Science will continue to be offered as evidence-based assessment.

2012-2013 VAAP Changes

- New tests in reading, writing and science based on SOL adopted in 2010
- Aligned Standards of Learning (ASOL) based on the 2010 SOL needed for VAAP Collections of Evidence

2012-2013 VAAP Changes

- To support the transition to DLM, ASOL in reading, writing, and mathematics will be based on the DLM content
- Science ASOL will change to reflect the new 2010 Science Standards of Learning

Changes in Selection of ASOL

- As another component of the transition to DLM, teachers must select ASOL listed at the student's grade of enrollment for Reading, Writing, Mathematics and Science.
- Teachers will not be allowed to select ASOL at a higher or lower grade level for these content areas.

Levels of Performance

- Beginning in 2012-2013, teachers will be allowed to determine the level of performance for ASOL in Reading, Writing, Mathematics and Science.
- Levels of Performance will provide flexibility for instruction and assessment.

Levels of Performance

(Applies to Reading, Writing, Science and Mathematics)

- Level I: Student demonstrates the ASOL with significant support and modification
- Level II: Student partially demonstrates the ASOL
- Level III: Student fully demonstrates the ASOL

Level III: Fully Demonstrated

To fully demonstrate an ASOL means:

- To demonstrate the skills and concepts of the ASOL including the stem and related sub-statements referred to as bullets
- Skills and concepts may be demonstrated with allowed accommodations documented in the Individualized Education Program (IEP)

Level III –Fully Demonstrated

ASOL	Sample ASOL	Full demonstration May Mean:
HSE-WR 2 (b)	The student will demonstrate understanding of multiple-meaning words and figurative language	Student will demonstrate understanding of multiple-meaning words and figurative language using a scribe to record answers.
8S-FME 5 (c)	The student will investigate and understand the nature of matter. Key concepts include: Solids, liquids and gases	The student will investigate and understand the nature of matter- solids ,liquids and gases by using an augmentative device to indicate responses on a worksheet.

Level II – Partially Demonstrated

To partially demonstrate an ASOL means:

- To reduce the number of skills or concepts addressed
- To reduce the number of tools, instruments, type of texts required
- To reduce the number or range of numbers required
- To decrease rigor by changing the depth of knowledge

Level II – Partially Demonstrated

To reduce the number of skills or concepts

ASOL contains more than one skill or concept	Sample ASOL	Partial May Mean:
HSE-R W 2 (b)	The student will demonstrate understanding of multiple-meaning words and figurative language	Student will demonstrate understanding of multiple-meaning words
8S-FME 5 (c)	The student will investigate and understand the nature of matter. Key concepts include: Solids, liquids and gases	The student will investigate and understand the nature of matter- solids and liquids

Level II – Partially Demonstrated

To reduce the number of skills or concepts

ASOL contains more than one skill or concept	Sample ASOL	Partial May Mean:
3M-NSCE 2	The student will solve addition and subtraction problems when result is unknown with number 0-30.	The student will solve addition problems when the results is unknown with number 0-30.
HSE-WE4 (a)	The student will edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure	The student will edit writing for grammatically correct use of spelling, punctuation and capitalization.

Level II – Partially Demonstrated

To reduce the number of tools, instruments, texts and/or environments required

ASOL contains more than one tool, instrument, text or environment	Sample ASOL	Partial May Mean:
3E-RW 4 (d)	The student will demonstrate comprehension of information in reference materials by using dictionaries, glossaries, and indices.	The student will demonstrate comprehension of information in reference materials by using dictionaries and glossaries.
5S-SI1 (k)	The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which data are communicated with simple graphs, pictures, written statements and numbers.	The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which data are communicated with pictures and numbers.

Level II – Partially Demonstrated

To reduce the number or range of numbers required

ASOL contains a specific number or range of numbers	Sample ASOL	Partial May Mean:
7M-NSCE 2	The student will solve multiplication problems with products to 100.	The student will solve multiplication problems with products to 50.
5E-RW 1 (c)	The student will read more than 20 common high-frequency words.	The student will read more than 10 common high-frequency words.

Level I

Demonstrates with significant support and modification

To demonstrate an ASOL means:

- To modify the skills and concepts to a basic skill or concept
- To provide significant allowed supports that will assist the student in performing the basic skill or concept

Sample Significant Supports

Allowed in VAAP COE

- Manipulatives
- Pictures
- Assistive technology

Not Allowed in VAAP COE

- Hand-over-Hand instruction (full physical assistance)
- Hints, clues, or prompts that provide answers and violate testing conditions

Level I

Demonstrates with significant support and modification

ASOL contains a number of complex skills	Sample ASOL	Significant support and Modification may mean:
3S-LPS1	Investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow. Key concept include animal life cycles	Modify the ASOL to a single basic skill of matching adult animals to their babies.
HSE-WE4	The student (a) Edit writing for grammatically correct use of language, spelling punctuation, capitalization, and sentence/paragraph structures	Modify the ASOL to one skill such as correct use of capitalization of single words (i.e. Capitalization of Names).

Level I

Demonstrates with significant support and modification

ASOL addresses a single skill	Sample ASOL	Significant support and Modification may mean:
4E-RW 1 (d)	The student will demonstrate understanding of opposites	Provide support by pairing each opposite word with a picture to help the student distinguish between the two words
HSM-FS 2 (a)	The student will indicate general trends on a graph or chart	Provide support by using an object graph of familiar items to help the student identify trends

Examples of Levels of Performance for Mathematics

3 M-MG 3 (a) *The student will tell time to the hour on a digital (sol 3.11) clock.*

- **Level I Demonstrated with significant support and modification**
The student is able to identify the clock as the tool to tell time.
- **Level II Demonstrated partially**
The student will identify the location of the hour on a digital clock.
- **Level III Fully demonstrated**
The student will look at a digital clock and read the time to the hour.

Examples of Levels of Performance for Reading

3 E-RW 2 (b) *The student will demonstrate understanding of the meaning of newly acquired vocabulary.*
(SOL 2.6)

- **Level I Demonstrated with significant support and modification**
The student is able to identify a new vocabulary word when presented with a pair of words.
- **Level II Demonstrated partially**
The student is able to identify new vocabulary in a reading selection.
- **Level III Fully demonstrated**
The student is able to correctly answer questions using new vocabulary per its definition.

What about VAAP History?

- History/Social Science ASOL will not change in 2012-2013
- Teachers will be allowed to select ASOL at a higher or lower grade level than the student's grade level of enrollment.
- Levels of Performance will not apply.

Resources

T-TAC Online

<http://www.ttaconline.org>

UNC Center for Literacy and Disability Studies

<http://www.med.unc.edu/ahs/clds>

Dynamic Learning Maps (DLM)

<http://www.dynamiclearningmaps.org/>

Virginia Department of Education-(VAAP)

http://www.doe.virginia.gov/testing/alternative_assessments/v_aap_va_alt_assessment_prog/index.shtml

QUESTIONS



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