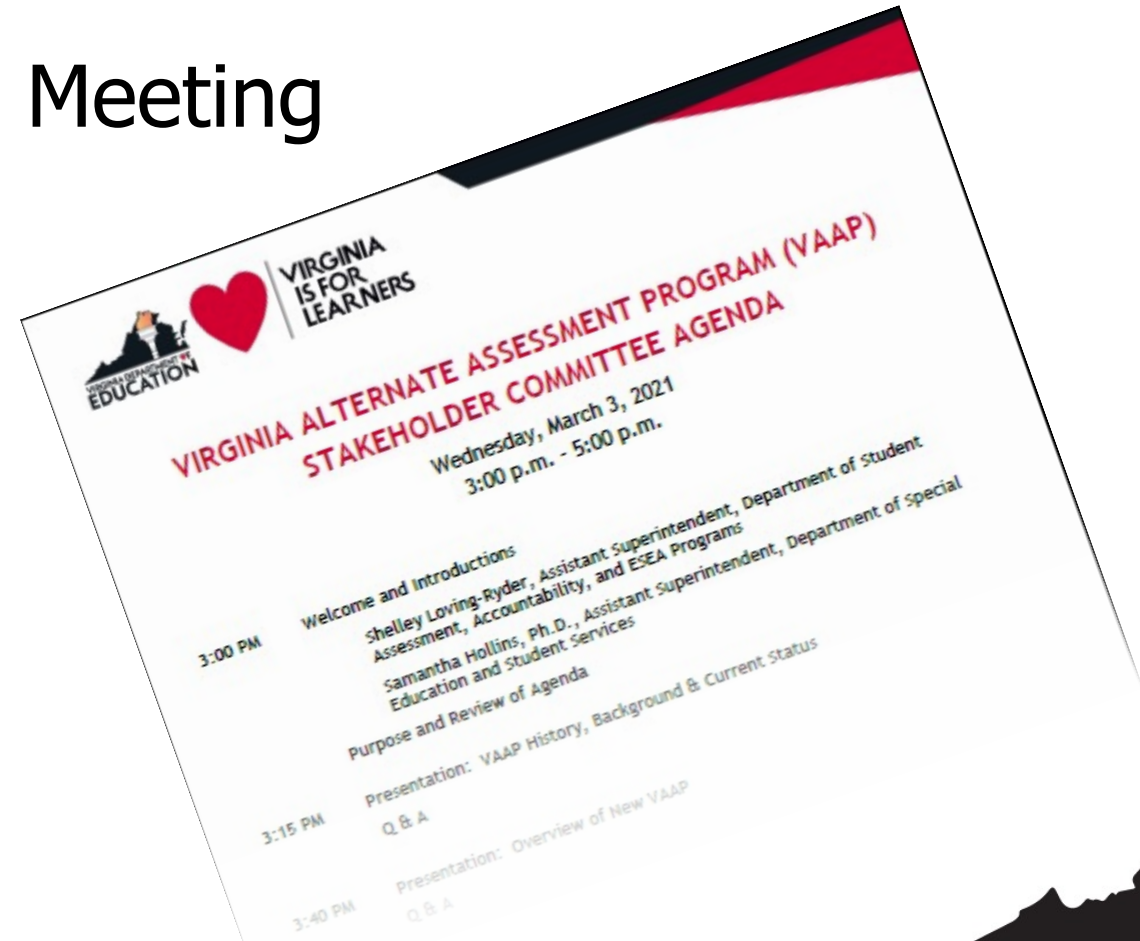


Welcome to the Virginia Alternate Assessment Program (VAAP) Stakeholder Committee Meeting

The meeting
will begin soon...



VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP) STAKEHOLDER COMMITTEE AGENDA

Wednesday, March 3, 2021

3:00 p.m. - 5:00 p.m.

- 3:00 PM Welcome and Introductions
- Shelley Loving-Ryder, Assistant Superintendent, Department of Student Assessment, Accountability, and ESEA Programs
- Samantha Hollins, Ph.D., Assistant Superintendent, Department of Special Education and Student Services
- Purpose and Review of Agenda
- 3:15 PM Presentation: VAAP History, Background & Current Status
- Q & A
- 3:40 PM Presentation: Overview of New VAAP
- Q & A
- 4:05 PM Breakout Room Discussion
- What are effective ways for the Virginia Department of Education to communicate information about the new VAAP to school division staff, parents, and others?*
- 4:30 PM Report Out - One stakeholder reports out for group
- 4:55 PM Evaluation and Closing Remarks
- Please complete the evaluation that is [available online](#).



The NEW Virginia Alternate Assessment Program (VAAP)

Stakeholder Meeting
March 3, 2021

Virginia Alternate Assessment Program VAAP... Looking Back

- The original VAAP, implemented in the 2000-2001 school year, was designed as a portfolio-based state assessment for students with significant cognitive disabilities.
- Early versions were closely aligned to students' IEP goals and best practices such as community-based instruction, interactions with peers without disabilities, and instruction in a variety of settings.
- Later versions (as required by USDOE) shifted to an academic focus based on general education content standards reduced in depth, breadth, and complexity.

VAAP... Current Status (1 of 2)

- Despite various versions, the design of the VAAP has remained portfolio-based.
- The current VAAP evaluates academic standards derived from the Standards of Learning (SOL) in grades 3-8 and high school in reading, writing, mathematics, science, and history/social science that have been reduced in complexity and depth.
- These standards are referred to as Aligned Standards of Learning (ASOL).

HOWEVER...2020-2021 will be the last school year that the portfolio design will used.

VAAP... Current Status (2 of 2)

- On February 5, 2019, USDOE (as a result of Peer Review) notified Virginia that the portfolio design of the VAAP did not meet the requirements of the Every Student Succeeds Act (ESSA).
- USDOE advised Virginia to:
 - Redesign or replace the VAAP
 - Provide evidence as such to USDOE by January 5, 2021*
 - Schedule implementation of a “new VAAP” by 2021-22 school year

*Note: VDOE was given an extension to January 2022.

VDOE Response (1 of 2)

FALL 2019

- Created an internal VDOE team from Assessment and Special Education
- Conferred with National Center for Educational Outcomes and USDOE
- Developed a workplan to meet USDOE deadlines

WINTER and SPRING 2020

- Reviewed alternate assessments for students with significant cognitive disabilities from national assessment consortia and other states
- Conferred with state assessment staff from across the country
- Selected assessment partners: Behavior Research & Teaching (BRT) at the University of Oregon and the Oregon Department of Education

VDOE Response (2 of 2)

SUMMER and FALL 2020

- Implemented a process developed by BRT to reduce the SOL in Reading, Math, and Science in depth, breadth, and complexity to make them relevant, accessible, and appropriate for students with significant cognitive disabilities.
- Developed new academic standards for the VAAP that will be referred to as the Virginia Essentialized Standards of Learning (VESOL).
- Invited special education teachers from 27 school divisions to review VESOL in Mathematics, Reading, and Science.
- Obtained general education feedback on VESOL from VDOE Division of Learning and Innovation staff.

New VAAP ... Important Design Considerations

- Allows for variability in the student population, including very low functioning students
- Meets the requirements of Federal Peer Review
- Incorporates positive components of the current VAAP (i.e., Levels of Performance)
- Uses linkages to instruction based on SOL content
- Nimble enough to change as the SOL change
- Offers opportunity for involvement of VA educators
- Produces scores that match current reporting timelines
- Permits incorporation of scores and reports in the Pearson system

Next Steps

Winter and Spring 2021

- Develop Reading, Mathematics, and Science test forms
- Convene Stakeholder Committee to gain feedback and advice
- Conduct alignment study with VA special education teachers
- Introduce new VAAP to the field, parents, and students (i.e., sample items, practice tests)
- Develop training and instructional resources

Summer and Fall 2021

- Provide training to school division administrators and examiners
- Provide instructional resources to teachers based on VESOL

Winter and Spring 2022

- Prepare for 1st test administration
- Administer and score new VAAP

Summer 2022

- Report scores

Questions and Answers

Please type your question in the Chat area at the bottom of your screen.

New VAAP ... Design Basics

Replace the portfolio design with reading, mathematics, and science assessments composed of test items with 3 answer options delivered in an:

- Online administration
- Paper/pencil administration

New VAAP ... Design Basics

Offers multiple and diverse ways for students to respond:

- Students may enter answer selections on computer or paper.
- Students may enter answer selections with the support of assistive technology.
- Teachers/Examiners may enter answers selected by students based on their preferred response modality (see IEP), for example:
 - Verbal response
 - Pointing
 - Head Movement
 - Eye gaze

Sample

Grade 3 - Mathematics

SOL

3.3a The student will estimate and determine the sum or difference of two whole numbers.

VESOL

Add and subtract whole numbers up to 20.

$$6 + 8 = \underline{\hspace{1cm}}?$$

8

10

14

Sample

Grade 5 - Reading

SOL

5.5A Summarize plot events using details from text.

5.5B Discuss the impact of setting on plot development.

5.5C Describe character development.

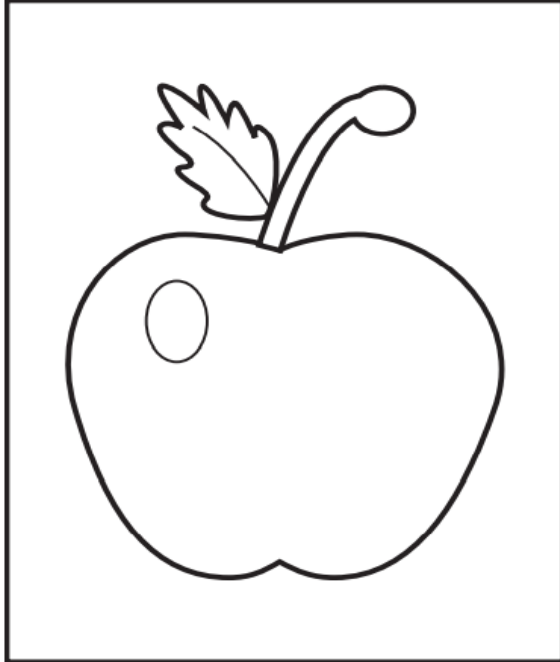
5.5E Explain the resolution of conflict(s).

VESOL

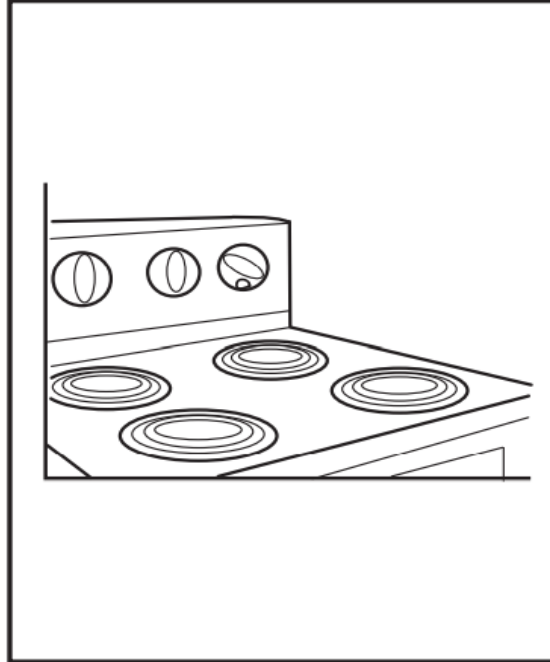
Identify a character, setting, or event in a story read to student.

Ben likes to bake bread.

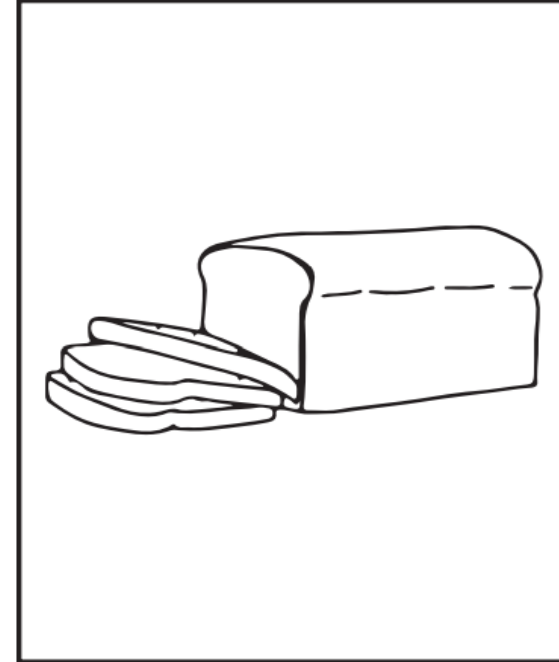
What does Ben bake?



apple



oven



bread

Sample Grade 11 - Science

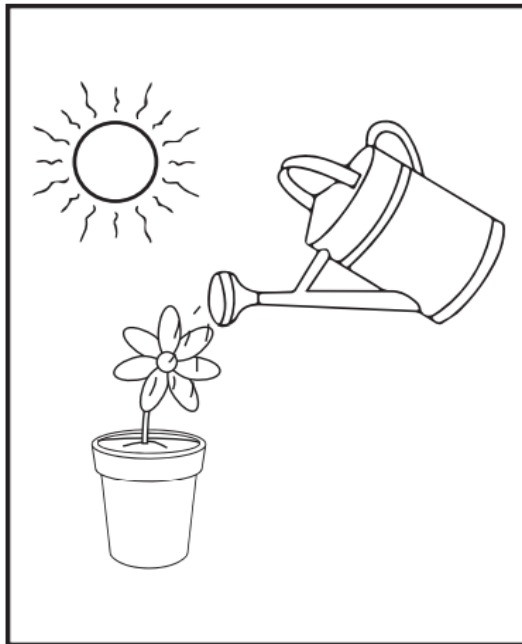
SOL

BIO.2 The student will investigate and understand that chemical and biochemical processes are essential for life. Key ideas include a) water chemistry has an influence on life processes; b) macromolecules have roles in maintaining life processes; c) enzymes have a role in biochemical processes; d) protein synthesis is the process of forming proteins which influences inheritance and evolution; and e) the processes of photosynthesis and respiration include the capture, storage, transformation, and flow of energy.

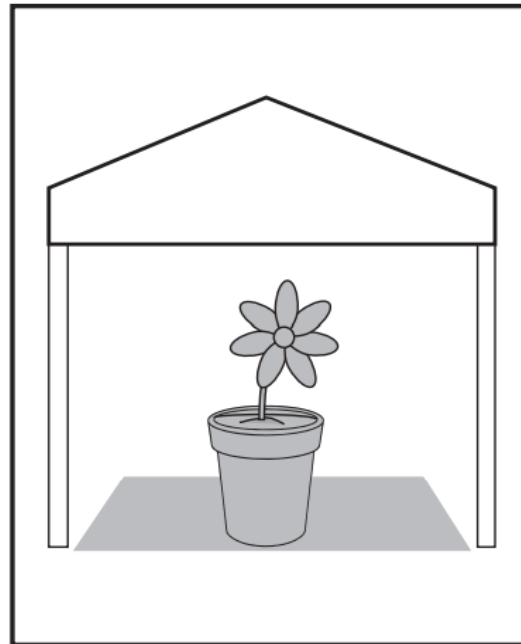
VESOL

Recognize that plants need light, air, and water to grow and create energy through photosynthesis.

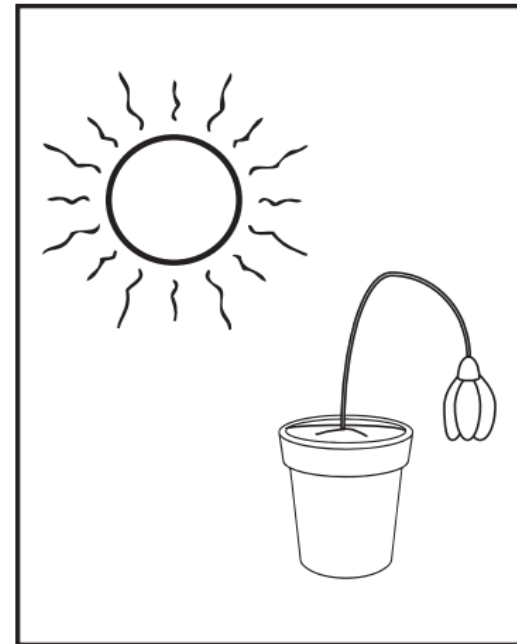
Which plant will likely grow better?



A



B



C

Questions and Answers

Please type your question in the Q&A area at the bottom of your screen.

Breakout Room Discussion & Report Out

Our Focus Question:

What are effective ways for the Virginia Department of Education to communicate information about the new VAAP to school division staff, parents, and others?

Report Out:

One stakeholder reports out for group

Evaluation & Closing Remarks

(see agenda for evaluation weblink)

THANK YOU!!