The Virginia Alternate Assessment Program (VAAP)

Module 1 Webinar (2022-2023)

Preparing Eligible Students for the Virginia Alternate Assessment Program

August 2022

VIRGINIA DEPARTMENT OF EDUCATION

VAAP Test Overview (1 of 4)

- Prior to 2021-2022, the VAAP was a portfolio design where students submitted Collections of Evidence consisting of work samples in the assessed content areas.
- The portfolio design was replaced with a multiple-choice design in the 2021-2022 school year. This design is composed of test questions with 3 answer choices that may be delivered in an online and/or a paper format.
- The current VAAP format assesses eligible students in reading and mathematics in grades 3-8 and high school and in science at grade 5, grade 8, and high school.

VIRGINIA DEPARTMENT OF EDUCATION

VAAP Test Overview (2 of 4)

- Reading, mathematics, and science tests have 35 multiple-choice test items with 3 answer options. Each test includes:
  - 30 "operational" items that count toward the student's score and
  - 5 "field test" items that are being tried out with students for future use.
- Items are designed to permit maximum flexibility for students to independently show what they have learned while maintaining test security.
- The VAAP test items measure the Virginia Essentialized Standards of Learning, or VESOL. The VESOL are linked to the Standards of Learning but reduced in depth, breadth, and complexity.

VIRGINIA DEPARTMENT OF EDUCATION

VAAP Test Overview (3 of 4)

- Easier items are presented first, followed by more challenging items, to maximize access for students.
- Most items are read to students using the text-to-speech functionality available with the online presentation, or they are read by the Examiner to the student.
- Tests are available online (TestNav) and in paper formats. Decisions about the format are based on the student's needs. Criteria forms are not used.
- Students may enter their responses to items online, on the paper test, or indicate their responses to the Examiner with their typically used communication modality.

VIRGINIA DEPARTMENT OF EDUCATION

VAAP Test Overview (4 of 4)

- Testing conditions (time/scheduling, setting, presentation, and response) are available to all VAAP participants.
- Testing conditions do not need to be documented in students' IEPs.
- Four individual test accommodations (Braille, Interpreting/Transliterating, Read-Aloud, and Alternate Representation of Response Options) are available.
- Accommodations must be documented in the students' IEP.

VIRGINIA DEPARTMENT OF EDUCATION

Spring 2022 VAAP Administration

- Over 22,000 VAAP tests were administered in Spring 2022.
- 100 Special Education Directors & Division Directors of Testing and 216 teachers provided feedback through Virginia Department of Education (VDOE) surveys. Survey results indicated:
  - Most school divisions required or strongly encouraged teachers to use VAAP practice items and develop Student Test Plans.
  - Teachers found the VDOE training modules and other resources available on the VAAP page to be very helpful or helpful in preparing eligible students for VAAP participation.
- Other feedback provided by teachers suggested the need to revisit and clarify the VAAP eligibility criteria.

VIRGINIA DEPARTMENT OF EDUCATION

Spring 2023 VAAP Administration

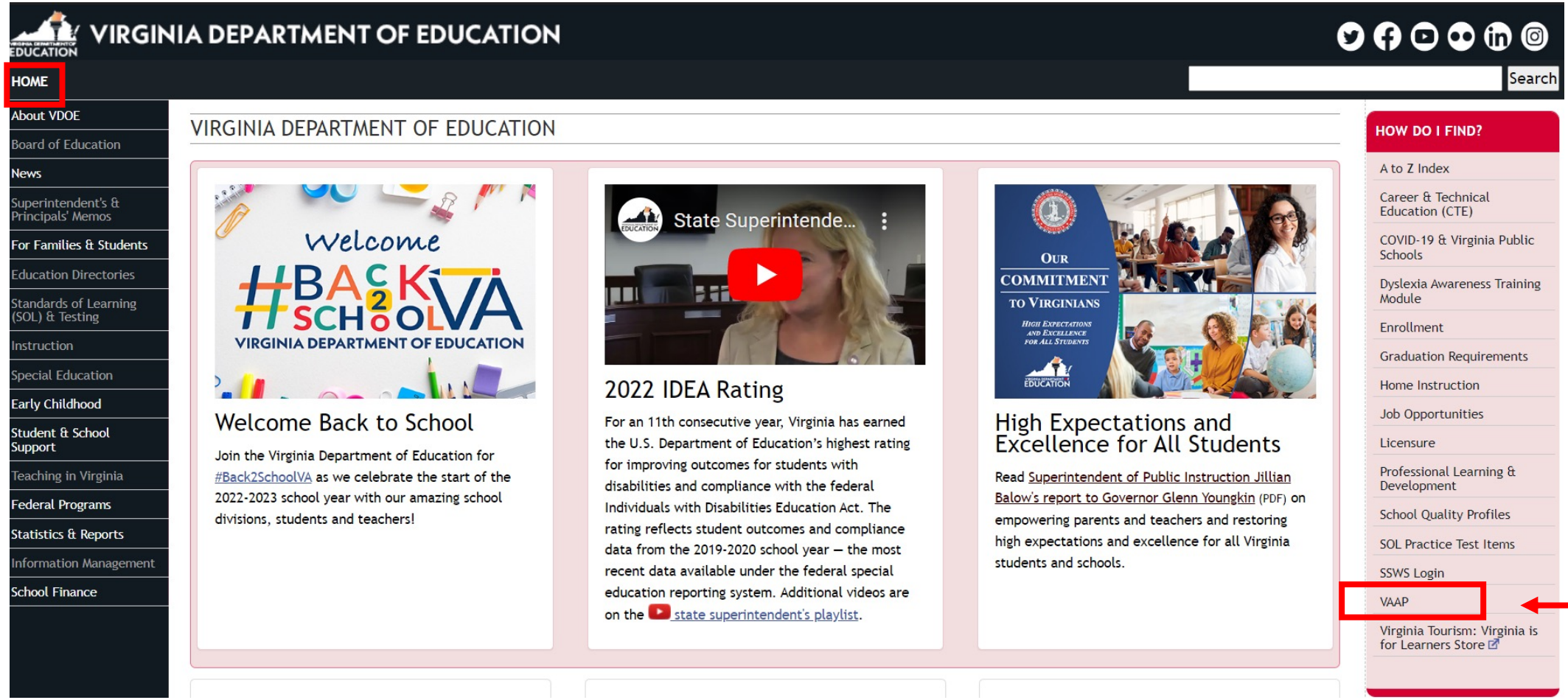
- The state test administration window for the Spring 2023 VAAP will open on February 27, 2023, and close on June 23, 2023. School divisions will set their testing windows within this state window.

- This webinar is designed to help school staff prepare for the Spring 2023 VAAP administration by presenting 3 important steps:

  - **Step 1:** Eligibility Decisions: Determining Participation in the Virginia Alternate Assessment Program
  - **Step 2:** Practice Items: Determining How Eligible Students Access VAAP Test Items
  - **Step 3:** Student Test Plans: Developing a Plan Documenting Student Participation in VAAP

VIRGINIA DEPARTMENT OF EDUCATION

VAAP Resources



doe.virginia.gov

VIRGINIA DEPARTMENT OF EDUCATION

Module 1 Webinar Schedule 2022-2023

- Tuesday, August 23, 2022 9:00 a.m. – 10:30 a.m.
- Thursday, August 25, 2022 2:00 p.m. – 3:30 p.m.
- Tuesday, August 30, 2022 4:00 p.m. – 5:30 p.m.
- Wednesday, August 31, 2022 2:30 p.m. – 4:00 p.m.

VIRGINIA DEPARTMENT OF EDUCATION

About Module 1 Webinar 2022-2023

- During this module, please wait until the end of the presentation to submit your questions since some may be answered by the presentation.
- Questions may be submitted to VDOE staff using the Q & A feature located at the bottom of your screen.
- This module will be recorded and available on the VAAP page of the VDOE website after all presentations are completed.
- Due to the number of participants, certificates of participation will not be issued by the VDOE.

VIRGINIA DEPARTMENT OF EDUCATION

Eligibility Decisions

Step 1: Determining Participation in the Virginia Alternate Assessment Program

VIRGINIA DEPARTMENT OF EDUCATION

Alternate Assessment Purpose

- The **VAAP** is one part of our state's assessment system for school-age children.
- The **VAAP** is designed specifically for those students with "the most significant cognitive disabilities."
- The **VAAP** is based on the Virginia Essentialized Standards of Learning (VESOL) which are linked to the Standards of Learning but reduced in depth, breadth, and complexity.

VIRGINIA DEPARTMENT OF EDUCATION

State Guidelines

Guidance Document: *VAAP Participation Criteria and the Determination of Significant Cognitive Disabilities*

- Use the information in the guidelines in the discussion of whether a student has a significant cognitive disability.
- All information on students should be considered collectively and IEP Teams should not rely solely on IQ scores.
- The information in the guidelines represents what is traditionally found in the literature regarding the characteristics of children who have significant cognitive disabilities.

VIRGINIA DEPARTMENT OF EDUCATION

Which Students Should Participate?

- Only those students with the "**most significant cognitive disabilities**."
  - Most of these students (**but not all**) have intellectual disabilities, autism, and multiple disabilities.
  - Many of these students (**but not all**) were identified for special education services prior to entering kindergarten.
- The decision about which students should participate in the VAAP is often very difficult.

VIRGINIA DEPARTMENT OF EDUCATION

Students with Significant Cognitive Disabilities

General Learner Characteristics:

- communication difficulties;
- uneven learning patterns in all domains;
- multiple disabling conditions along with an intellectual disability;
- motor impairments;
- difficulty learning new tasks, maintaining skills, and generalizing skills; and
- individualized methods of accessing information.

VIRGINIA DEPARTMENT OF EDUCATION

VAAP participation is NOT based on the following factors:

- excessive or extended absences
- a disability category or label
- native language, social, cultural, or economic differences
- English Learner (EL) status
- expected performance on the grade-level assessment
- students anticipated disruptive behavior
- anticipated emotional duress during testing
- administrator decision
- educational environment or instructional setting
- academic and other services student receives
- percent of time receiving special education
- low reading level/achievement level
- impact of student's scores on accountability system
- need for SOL accommodations (e.g., Assistive Technology/Assistive and Augmentative Communication) to participate in assessment process
- visual or auditory disabilities
- a belief that the student will not pass the SOL assessment with or without accommodations

VIRGINIA DEPARTMENT OF EDUCATION

VAAP Eligibility Criteria (1 of 2)

- The IEP Team must consider current and historical documentation. Documentation may include, but is not limited to, evaluation data, school records, parent/teacher observations, anecdotal notes, previous IEPs, etc.

- The IEP Team has the responsibility to determine and document that the student meets **ALL** of the criteria by checking "yes" for each of the statements on the next slide. If team members determine that the student DOES NOT MEET a specific criterion, "no" should be checked. This indicates that the student is not a candidate for the VAAP.

VIRGINIA DEPARTMENT OF EDUCATION

VAAP Eligibility Criteria (2 of 2)

1. Does the student have a current IEP?
2. Does the student demonstrate significant cognitive disabilities?
3. Does the student's present level of performance indicate the need for extensive, direct instruction and/or intervention in a curriculum based on the Virginia Essentialized Standards of Learning and does it indicate that the student requires direct and intensive instruction to learn functional life skills?
4. Does the student need explicit and intensive instruction and/or extensive support in multiple settings to acquire, maintain and generalize academic and life skills in order to actively participate in school, work, home and community environments?
5. Is the student working toward educational goals other than those prescribed for Standard or Advanced Studies Diplomas?

VIRGINIA DEPARTMENT OF EDUCATION

Participation Decision-Making Process

- The IEP Team makes the decisions about which assessment a student takes.
  - Parents and guardians are key to the decision.
  - School professionals should not make decisions without parent or guardian input.
- The IEP Teams need VAAP training and resources to help with making the participation decision.

VIRGINIA DEPARTMENT OF EDUCATION

Implications for Students

- **Short-term:** Student's instruction is less in depth, breadth, and complexity than the instruction of other students.
- **Long-term:** Student may not meet the requirements for the Standard or Advanced Studies Diploma.
- **Longer-term:** Student may not be eligible for some post-secondary training institutions, military service, or jobs.

VIRGINIA DEPARTMENT OF EDUCATION

Communicating with Parents and Guardians

- Listen to them and respect their views
- Treat them as equal partners in the education of their child
- Show up where they are (e.g., community events), partner with community organizations, and engage community liaisons
- Use interpreters to bridge potential cultural and linguistic barriers

VIRGINIA DEPARTMENT OF EDUCATION

Megan

- Megan is a 5th grade student identified with an Intellectual Disability. She participates during instruction and works well with her peers. She performs all personal care tasks independently. At home, she completes chores, cleans, prepares food and snacks with minimal assistance.
- <u>Mathematics:</u>
  - errors in multi-step problems
  - difficulty applying the correct operation in practical problems
  - uses calculator and manipulatives for basic math calculations
  - scored a 325 on the SOL 4th grade math test
- <u>Reading:</u>
  - poor decoding skills
  - weak reading comprehension skills (three years below grade level)
  - difficulty verbally summarizing what she reads
  - can place pictures in sequential order for accurate retelling of a story
  - she scored a 275 on the SOL 4th grade reading test

Eligibility for VAAP Participation - Megan
(1 of 3)

Criterion 1- Has an IEP

- Yes. Megan meets this criterion and has a current 2022-2023 IEP.
- Enrolled in grade 5.

Criterion 2- Demonstrates a Significant Cognitive Disability

- No. Megan does not meet the criterion of having a significant cognitive disability.
- Based on review of resources (i.e., academic record review, eligibility, minutes, IEP, and learner characteristics).

VIRGINIA DEPARTMENT OF EDUCATION

Eligibility for VAAP Participation - Megan
(2 of 3)

Criterion 3: Curriculum

- No. Megan does not meet this criterion.
- She receives core SOL instruction in the general education classroom with accommodations *(IEP).*
- Curriculum is based on SOL not VESOL *(IEP, Teacher Reports).*
- She performs functional life skills with minimal supports *(Parent/teacher observations).*

Criterion 4: Extensive Instruction/ Supports

- No. Megan does not meet this criterion.
- She is able to access the curriculum and generalize skills with minimal support.

VIRGINIA DEPARTMENT OF EDUCATION

Eligibility for VAAP Participation - Megan
(3 of 3)

Criterion 5: working on educational goals other than those for Standard or Advanced Studies Diploma

- No. Megan does not meet this criterion.
- Megan is working towards a Standard Diploma.

Is Megan eligible for participation in the VAAP?

- No. Megan does not meet the eligibility criteria for participation in the VAAP assessment.

VIRGINIA DEPARTMENT OF EDUCATION

Ralph

- Ralph is a 10th grade student identified with Multiple Disabilities (including Intellectual Disabilities). Ralph communicates through gestures, grunts and a picture exchange system. Although he has significant weaknesses in reading and math, he matches pictures of money for purchases, and recognizes signs in his environment such as his favorite fast food restaurants. He needs assistance with self-care. He is working towards an Applied Studies Diploma.
- <u>Mathematics:</u>
  - with the use of picture cues, can match coins and dollar bills
- <u>Reading:</u>
  - lacks expressive verbal language skills
  - non-reader, but identifies community signs
  - uses a stamp to sign his name

VIRGINIA DEPARTMENT OF EDUCATION

Eligibility for VAAP Participation - Ralph
(1 of 3)

Criterion 1- Has an IEP

- Yes. Ralph meets this criterion and has a current 2022-2023 IEP.
- Enrolled in grade 10.

Criterion 2- Demonstrates a Significant Cognitive Disability

- Yes. Ralph does meet the criterion of having a significant cognitive disability.
- Based on review of resources (i.e., academic record review, eligibility, minutes, IEP, and learner characteristics).

VIRGINIA DEPARTMENT OF EDUCATION

Eligibility for VAAP Participation - Ralph
(2 of 3)

Criterion 3: Curriculum

- Yes. Ralph does meet this criterion.
- He receives VESOL instruction in the classroom with accommodations *(IEP).*
- Curriculum is based on VESOL not SOL *(IEP, Teacher Reports).*
- He needs assistance and supports to perform functional life skills *(Parent/teacher observations).*

Criterion 4: Extensive Instruction/Supports

- Yes. Ralph does meet this criterion.
- He is unable to access the curriculum and generalize skills without intensive instruction and extensive supports.

VIRGINIA DEPARTMENT OF EDUCATION

Eligibility for VAAP Participation - Ralph
(3 of 3)

Criterion 5: working on educational goals other than those for Standard or Advanced Studies Diploma

- Yes. Ralph does meet this criterion.
- Ralph is working towards an Applied Studies Diploma.

Is Ralph eligible for participation in the VAAP?

- Yes, Ralph does meet the eligibility criteria for participation in the VAAP assessment.

VIRGINIA DEPARTMENT OF EDUCATION

Federal Law Requirements

- The *Every Student Succeeds Act* (ESSA) limits the total number of students with the most significant cognitive disabilities who are assessed statewide with the VAAP to 1.0 percent of the total number of students in the state who are assessed in that subject.
- If a state anticipates that it will exceed the one percent cap for any subject, the state may request that the U.S. Department of Education (USDOE) waive the cap for that subject for one year.
- Virginia's 2021-2022 documents are listed on the VDOE's VAAP webpage.

Implications for Divisions

ESSA requires divisions with more than one percent participation in the VAAP in a subject area to provide to the state:

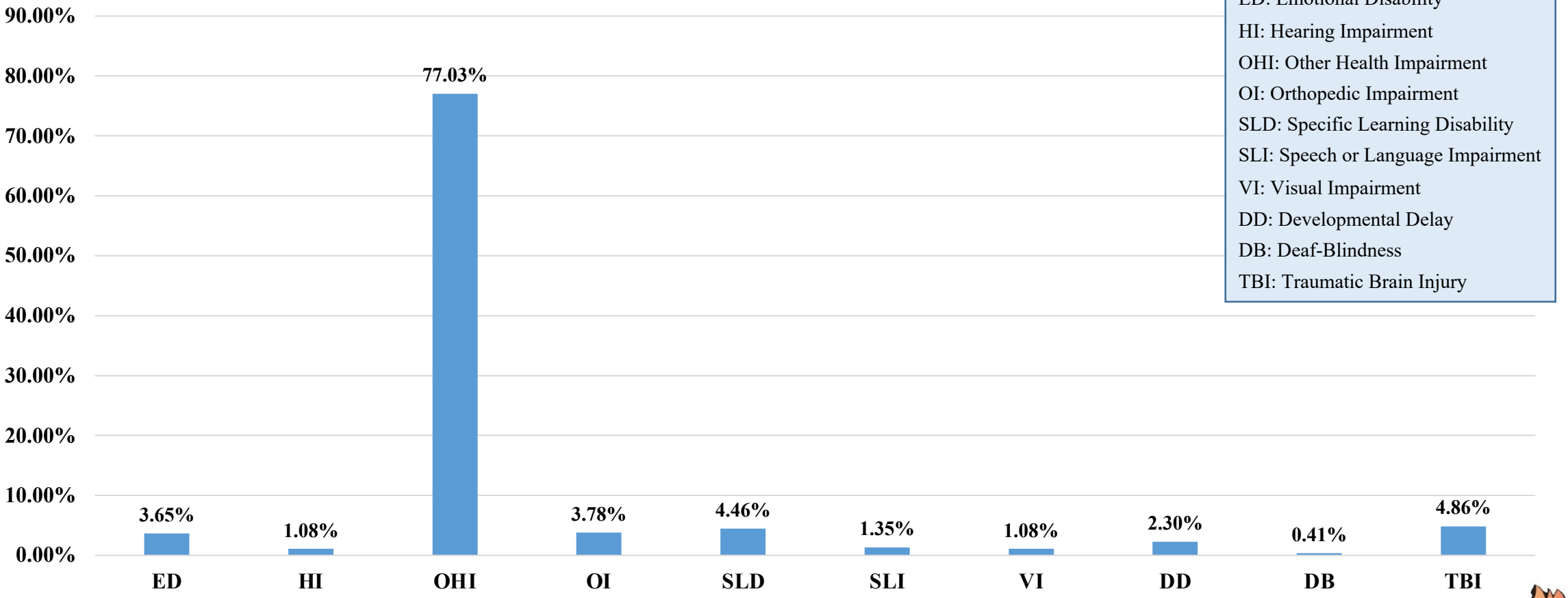
- Assurance that Individual Education Program (IEP) Teams are adhering to the State's participation guidelines
- Justification for the participation rate over one percent
- Assurance that parents are informed about implications for their child of participation in the VAAP

VIRGINIA DEPARTMENT OF EDUCATION

Monitoring VAAP Participation

- VDOE staff will identify school divisions with student groups that disproportionately participate in the VAAP by disaggregating the VAAP participation data at the school division level by primary disability, gender, race/ethnicity, and grade level to reveal trends in disproportionality.
- Particular attention will focus on student participation in areas not traditionally associated with significant cognitive disabilities (i.e., OHI, SLD, SLI).
- VDOE monitoring staff will review local policy, procedures, and practices around the implementation of the state's participation guidelines for compliance.
- Individual student files will be reviewed for evidence that appropriate decisions for participation in the VAAP are made by IEP teams.

Virginia's Student Participation in the VAAP by Disability Category Not Traditionally Associated with Significant Cognitive Disabilities



Disability Categories

ED: Emotional Disability
HI: Hearing Impairment
OHI: Other Health Impairment
OI: Orthopedic Impairment
SLD: Specific Learning Disability
SLI: Speech or Language Impairment
VI: Visual Impairment
DD: Developmental Delay
DB: Deaf-Blindness
TBI: Traumatic Brain Injury

Virginia data from 2021-2022 School Year

VIRGINIA DEPARTMENT OF EDUCATION

Practice Items

Step 2: Determining How Eligible Students Access VAAP Test Items

VIRGINIA DEPARTMENT OF EDUCATION

VAAP Practice Items

- Twelve practice items will be available for each grade level and content area in an online and paper format.
- The VAAP practice items are provided to familiarize students with the format of test items and the tools available in TestNav, which is the online platform used for state assessments. All students can have the both the paper copy and the online version of items for practice items and for the VAAP tests.
- New VAAP practice items will become available in mid-to-late September.

VIRGINIA DEPARTMENT OF EDUCATION

An Agency of the Commonwealth of Virginia

VIRGINIA DEPARTMENT OF EDUCATION

HOME » STANDARDS OF LEARNING (SOL) & TESTING » VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)

VIRGINIA ALTERNATE ASSESSMENT PROGRAM (VAAP)

Page Contents

- Teacher Resources for VAAP
- Parent Resources for VAAP
- VAAP Test Administration Materials
- VAAP Sample and Practice Items
- VAAP Test Blueprints
- VAAP Performance Level Descriptors
- Resources for Assessing History and Writing 2021-2022
- Local Alternative Assessment for Students with Significant Cognitive Disabilities
- VAAP One Percent Waiver

The Virginia Alternate Assessment Program (VAAP) is designed to evaluate the performance of students with significant cognitive disabilities in grades 3-8 and high school.

Examiner's Copies and Paper Practice Items

Available on the VAAP Webpage

VAAP Practice Items: Examiner's Copy and Paper Presentation

A set of practice items for VAAP is available in reading, mathematics, and science at each of the assessed grade levels. The practice items are provided for use with students to familiarize them and practice with item formats, the supports embedded in the items, the format of the online presentation of VAAP test items, and the format of the paper presentation of VAAP test items.

Reading Practice Items

(Examiner's Copy for Online & Paper with Paper Student Materials)

- Grade 3 (PDF)
- Grade 4 (PDF)
- Grade 5 (PDF)
- Grade 6 (PDF)
- Grade 7 (PDF)
- Grade 8 (PDF)
- High School (PDF)

Mathematics Practice Items

(Examiner's Copy for Online & Paper with Paper Student Materials)

- Grade 3 (PDF)
- Grade 4 (PDF)
- Grade 5 (PDF)
- Grade 6 (PDF)
- Grade 7 (PDF)
- Grade 8 (PDF)
- High School (PDF)

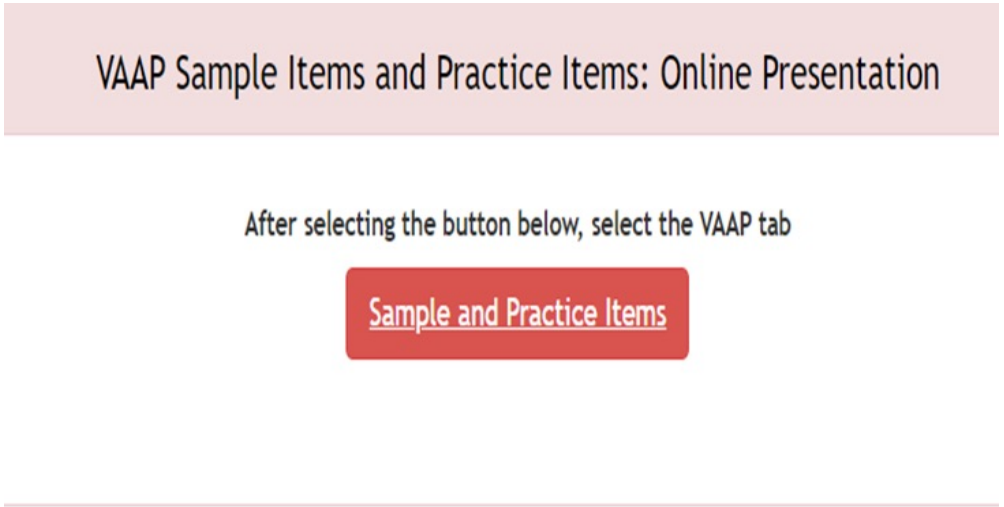
Science Practice Items

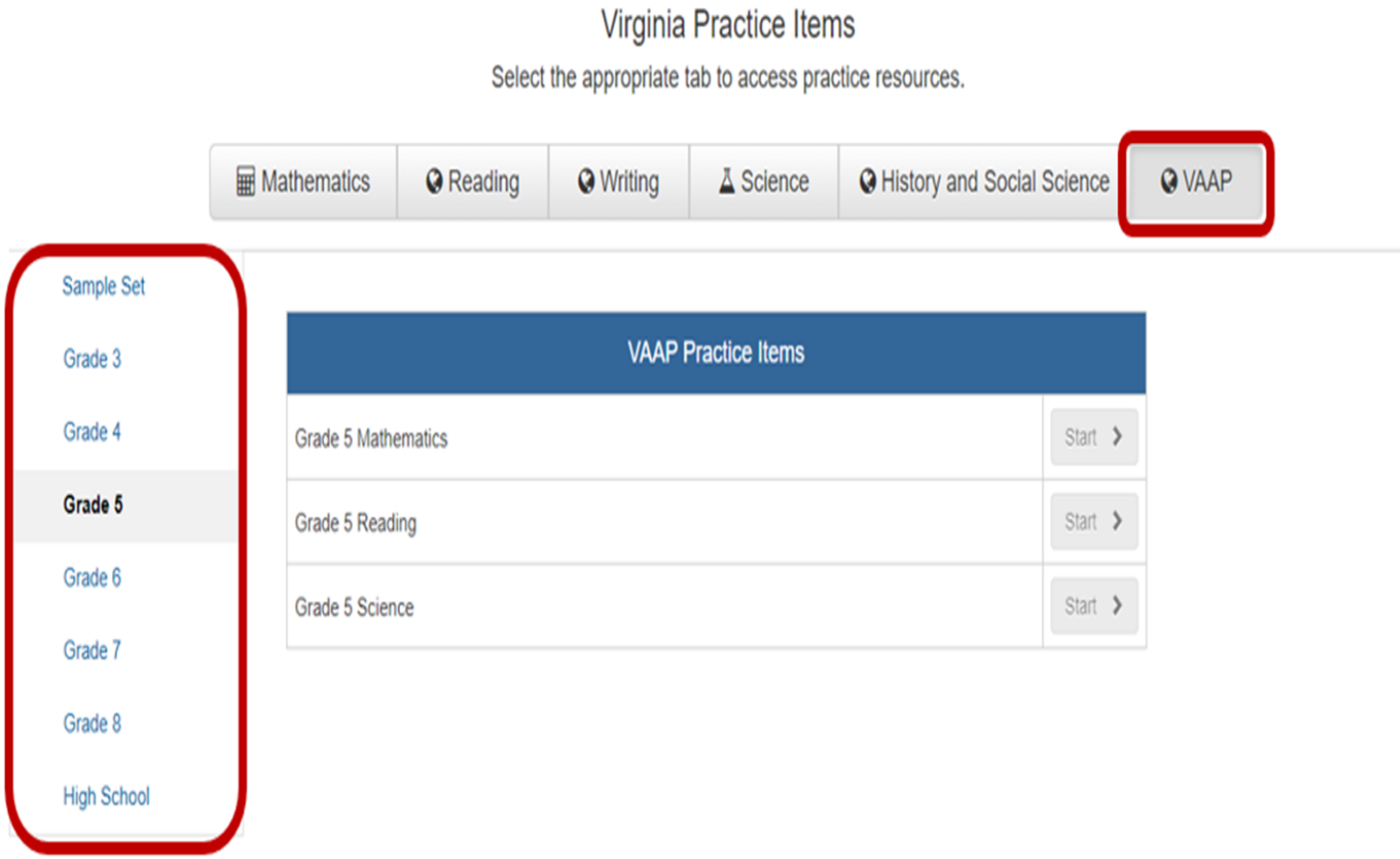
(Examiner's Copy for Online & Paper with Paper Student Materials)

- Grade 5 (PDF)
- Grade 8 (PDF)
- High School (PDF)

VIRGINIA DEPARTMENT OF EDUCATION

Accessing Practice Items in TestNav





Using Practice Items with Students

Select the practice items for grade and content area tests that your student will be administered. Based on your knowledge of the student, determine if one format seems to be preferrable. In some cases, both may need to be administered. Practice items will help you determine:

- How the student interacts with online or paper VAAP test items.
- The number of items your student can answer in one sitting.
- TestNav features that are helpful to your student.
- Test conditions that are helpful to your student.
- Individual accommodations to discuss with the student's IEP team.

Addressing these statements will assist in the development of the Student's Test Plan.

VIRGINIA DEPARTMENT OF EDUCATION

Student Responses to Practice Items

- Students may enter their responses to items online or on paper, or they may indicate their responses to the Examiner using their preferred modality in everyday instruction.

- The Examiner records the student's responses in the Examiner's Copy, regardless of the student's testing modality.

VIRGINIA DEPARTMENT OF EDUCATION

Examiner's Copy

- An Examiner's Copy is included at the beginning of the paper copy of the student practice items. The Examiner's Copy contains vital information that should be read to students regardless of whether the student will view the paper or online version of the practice items.

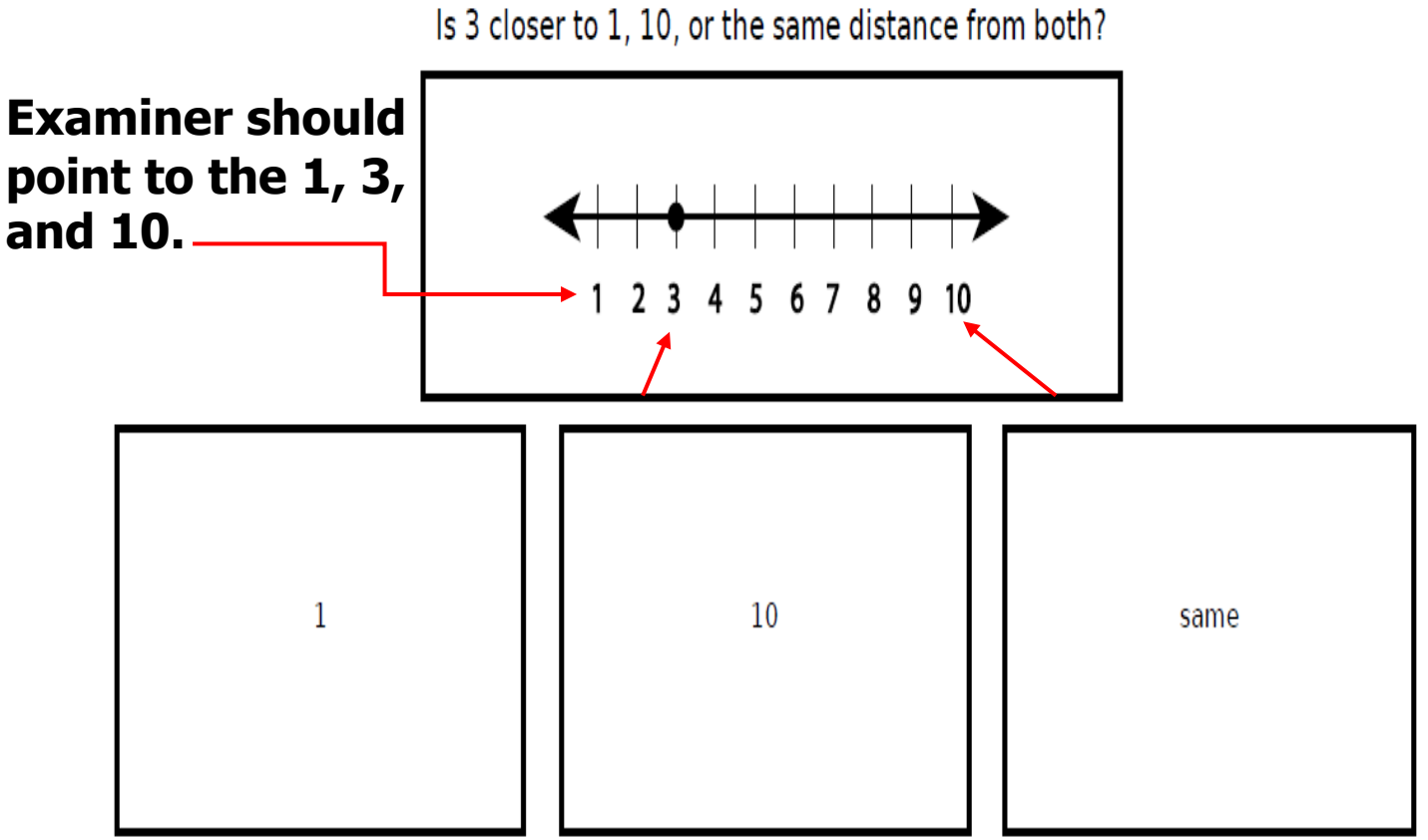
- However, if text-to-speech (TTS) is used for online practice items, the Examiner does not read the information for each test item since TTS contains the same information.

VIRGINIA DEPARTMENT OF EDUCATION

Practice Item Example- Mathematics (1 of 2)

Text in Examiner's Copy

Here is a number line from 1 to 10. Here are the numbers 1, 3, and 10 on this number line. (Point to the numbers 1, 3, and 10 on the student materials.) Is 3 closer to 1, 10, or the same distance from both?



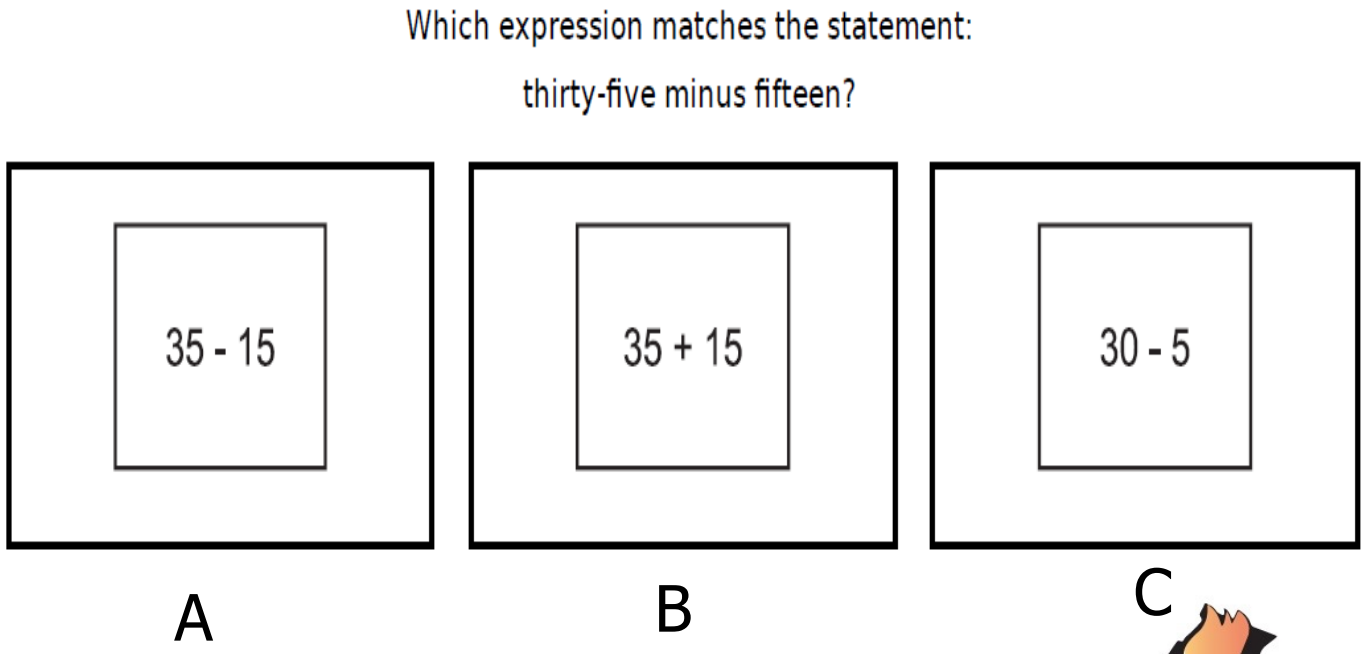
VIRGINIA DEPARTMENT OF EDUCATION

Practice Item Example – Mathematics (2 of 2)

To avoid clueing, the Examiner's Copy specifies that the Examiner points to the student materials and reads, "Which expression matches the statement thirty-five minus fifteen: A, B, or C?

Text in Examiner's Copy:

Here are three expressions. (Point to student materials.) Which expression matches the statement thirty-five minus fifteen: A, B, or C?



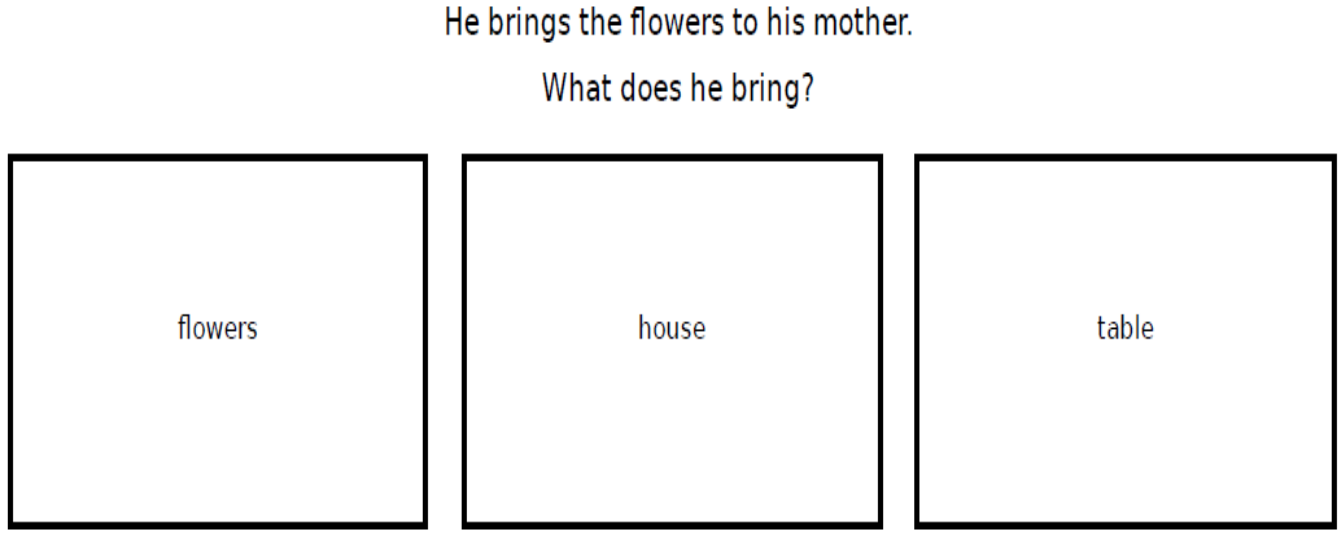
VIRGINIA DEPARTMENT OF EDUCATION

Practice Item Example-Reading

The Examiner's Copy specifies that the examiner point to the answer choices only and the student is expected to read the answer choices independently.

Text in the Examiner's Copy

Here are three words to read. (Point to answer choices.) What does he bring? (Do not read answer choices.)



VIRGINIA DEPARTMENT OF EDUCATION

Student Test Plans

Step 3: Developing a Plan Documenting Student Participation in VAAP

VIRGINIA DEPARTMENT OF EDUCATION

Student Test Plans

- Student Test Plans are excellent preparation tools for the Spring 2023 VAAP administration.
- A Student Test Plan should be created for each eligible student based on information from Practice Items and classroom performance.
- The plans will
  - document what is needed for an optimal test environment for each eligible student based on individual needs
  - convey valuable information and direction to Examiners, School Test Coordinators, school administrators, parents, and IEP teams.

VIRGINIA DEPARTMENT OF EDUCATION

Student Test Plans

- Virginia Alternate Assessment Program (VAAP) Test Plan Template is available on the VAAP webpage of the VDOE website at VAAP Test Plan Template.
- This document provides:
  - Information on accessing VAAP Practice items
  - Guiding Questions (Online practice items)
  - Guiding Questions (Paper practice items)
  - Test Plan Template
  - Appendix: Testing Conditions and Individual Test Accommodations

VIRGINIA DEPARTMENT OF EDUCATION

Student Test Plans

Student's Test Plan for VAAP

Student Name _____ **Test Name** _____

Test Plan Item	Description
Testing Location	
Number of Test Sessions	
Day & Time of Testing	
Test Delivery Format (Online, Paper, or Both)	
Testing Conditions	
Individual Test Accommodations	
Communication with STC	
Communication with School Administration	

VIRGINIA DEPARTMENT OF EDUCATION

VAAP Testing Conditions

Available to all students

- **Timing/ Scheduling Conditions**
  - Multiple test sessions; may occur over multiple days
  - Time of day
  - Order of tests
  - Planned breaks during test

- **Setting Conditions:**
  - Test location
  - Adaptive or special furniture
  - Special lighting
  - Individual testing

- **Presentation Conditions**
  - Manipulatives
  - Calculator
  - Verbal/Visual prompts
  - Visual Aids: (Highlighter, Masking devices, Color overlays)
  - Magnification
  - Auditory amplification/buffers
  - Visual point-to support of directions/question/answer options
  - Student read-aloud and sub-vocalization

- **Response Conditions**
  - Attentional/Self-Regulation Sensory Supports
  - Physical Position Supports
  - Examiner Records Responses
  - Assistive Technology
  - Alternate Response Modes (eye gaze, head wand)
  - Response Aids for Paper Version (adaptive pencils, key guard)

VAAP Individual Test Accommodations

When selected and used appropriately, individual test accommodations reduce or even eliminate the effects of a student's disability without impacting learning expectations or providing an unfair advantage.

VAAP Accommodations include:

- Braille
- Interpreting/transliteration
- Read-Aloud
- Alternate Representation of Response Options

Additional guidance regarding the administration of these accommodations will be provided in the VAAP Test Implementation Manual.

VIRGINIA DEPARTMENT OF EDUCATION

Read Aloud Accommodation

The read aloud accommodation applies to a small number of items (mostly in reading) that are not read to all students. This accommodation:

- provides additional support for students who have a disability that impacts their ability to access text.
- would be most appropriate for students who access content primarily through the auditory mode.
- can be used online (with text-to-speech disabled) and the paper version of the test.
- test items are to be read exactly as written using a natural tone and manner.

The read aloud accommodation must be documented in the student's IEP.

VIRGINIA DEPARTMENT OF EDUCATION

Alternate Representation of Response Options Accommodation

The Alternate Representation of Response Options accommodation allows for the three answer options to be represented in a different way in order for the student to respond.

Examples include:

- answer choices made into choice cards;
- use of physical objects for answer choices (clocks, money);
- picture exchange systems for answer choices.

- The Alternate Representation of Response Options accommodation must be documented in the student's IEP.

Guiding Questions for Developing Student Test Plans

Online Test

- How does the student interact with test items on the computer?
- What test location did you use? Was it comfortable and distraction-free for your student?
- How many items can your student answer in one sitting?
- Can your student enter answer choices independently or do you need to enter for the student?
- How did your student respond to text-to-speech?
- Which TestNav features helped your student (e.g., color contrast, magnification)?
- Which test conditions were helpful to your student (e.g., manipulatives, AT, verbal prompts)? Note: *Conditions like manipulatives should be those routinely used by the student in the classroom.*
- What individual accommodations (e.g., read-aloud) were helpful and need to be discussed with the student's IEP team?

Paper Test

- How does the student interact with test items in the paper presentation?
- What test location did you use? Was it comfortable and distraction-free for your student?
- How many items can your student answer in one sitting?
- Did your student mark his answer on the student copy or did your student indicate his answer choice to you and you recorded it on the Examiner's Copy?
- How did your student respond to your reading the test items aloud?
- What test conditions were helpful to your student (e.g., manipulatives, AT, verbal prompts)? Note: *Conditions like manipulatives should be those routinely used by the student in the classroom.*
- What individual accommodations (e.g., read-aloud) were helpful and need to be discussed with the student's IEP team?

VIRGINIA DEPARTMENT OF EDUCATION

Let's Plan for Ralph

- Ralph is a 10th grade student who was found eligible to participate in the VAAP. His school division uses High School flexibility and administers the VAAP tests across grades 9 (Reading), 10 (Math), and 11 (Science).
- Ralph communicates through gestures, grunts, and a picture exchange system. Although he has significant weaknesses in reading and math, he matches pictures of money for purchases, and recognizes signs in his environment such as his favorite fast food restaurants.
- Since Ralph has not used computers, his teacher administered the HS Mathematics practice items on paper and answered the Paper Guiding Questions which were later used to create his Student Test Plan.

VIRGINIA DEPARTMENT OF EDUCATION

Ralph – Testing Plan (1 of 2)
Based on Paper Practice Items Guiding Questions

- **Location:** Classroom
- **Number of Test Sessions:** Based on Ralph's HS Math practice item performance, his teacher determined that Ralph would need extra time and would likely need 3-4 sessions to complete his Math test.
- **Day & Time of Testing**: Since Ralph enjoys fast food lunch, the teacher decided to administer his practice items late morning and use lunchtime as a natural break.
- **Test Delivery:** Paper format
- **Test Conditions:** (1) individual testing (2) multiple sessions (3) visual/ verbal prompts, (4) manipulatives (5) Examiner records responses.

VIRGINIA DEPARTMENT OF EDUCATION

Ralph – Testing Plan (2 of 2)
Based on Paper Practice Items Guiding Questions

- **Test Accommodations:** Alternate Representation of Response Option (real money and picture exchange system).
- **Communication with STC:** Testing plan is shared with STC well in advance of testing so that arrangements for advance access to the Math test can be made. The teacher plans to present answer options using real coins and dollars on items involving money and to replace answer options with pictures from Ralph's system.
- **Communication with Administration**: The teacher shares Ralph's test plan with the school administration and request times to schedule an IEP team meeting. The IEP team needs to discuss the alternate representation of response accommodation. Prior to the IEP team meeting the teacher will meet with the Ralph's parents to discuss changes in the VAAP and to address any questions they might have.

VIRGINIA DEPARTMENT OF EDUCATION

Frequently Asked Questions

VIRGINIA DEPARTMENT OF EDUCATION

I plan to meet with my students' parents soon. What can I do to prepare them for the VAAP?

Two helpful informational resources for parents of students participating in the VAAP are available on the VAAP page of the VDOE website: a video and a Frequently Asked Questions (FAQ) document.

- The video which is approximately 23 minutes in length discusses changes in the VAAP and presents the Virginia Essentialized Standards of Learning (VESOL) and sample reading, mathematics, and science test items.
- The FAQ document addresses related information such as the difference between the old VAAP and the current VAAP, eligibility, content areas address.

VIRGINIA DEPARTMENT OF EDUCATION

If a student with a disability is not passing SOL tests, grade-level classes, or local benchmark assessments, is the student automatically eligible to participate in VAAP?

No. Students must demonstrate significant cognitive disabilities and meet all of the criteria for participation in VAAP. Not passing grade-level classes, SOL tests, and/or benchmark tests, does not automatically qualify students for participation in the VAAP assessments.

VIRGINIA DEPARTMENT OF EDUCATION

If a student is working towards an Applied Studies Diploma, is the student automatically eligible for the VAAP?

No, in order to participate in the VAAP the student has to meet the VAAP criteria. There are some students who are participating in SOL assessments who are working toward an Applied Studies Diploma.

VIRGINIA DEPARTMENT OF EDUCATION

Virginia Department of Education Contacts

Eligibility and Participation Questions
Deborah Johnson at Deborah.Johnson@doe.virginia.gov

VAAP Assessment Questions
Office of Student Assessment at
student_assessment@doe.virginia.gov

VIRGINIA DEPARTMENT OF EDUCATION

Thank You for Attending

Virginia Department of Education
Department of Student Assessment, Accountability and ESEA Programs
and
Department of Special Education and Student Services