

## 2023 Survey of VESOL and VAAP: Results

August 3, 2023

**Enter your School Division** (Responses sorted alphabetically.)

724 Responses

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ACPS

ACPS

ACPS

AHPS

AHPS

Accomack County

Accomack County Public Schools

Accomack County Public Schools

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Albemarle

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Augusta County Public Schools

BCPS

Bedford County Public Schools

Bedford County Public Schools

Bedford County Public Schools

Bedford Hills Elementary

Bedford county

Bland High School

Bristol Va Public Schools

Buckingham

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Campbell County

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Cardinal Elementary School

Caroline

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Chesapeake Public Schools (Western Branch)  
Chesterfield County  
Chesterfield County Public Schools  
Cluster 9  
Colonial Beach Public Schools  
Colonial Heights Public Schools  
Colonial Heights Public Schools  
Colonial Heights Virginia  
Crossroads Elementary  
Culpeper County Public Schools  
Culpeper County Public Schools  
Culpeper County Public Schools  
Danville City Schools  
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Dickenson County  
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Dickenson County

Essex

Essex County Public Schools

Essex County Public Schools

FWS

Fairfax County

Fairfax County

Fairfax County Public Schools

Fairfield M.S.

Falls Church City Schools

Fauquier County

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Franklin City Public Schools

Franklin City Public Schools

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Franklin High School

Franklin county

Franklin county

Galax City

Galax City

Galax City public Schools

Gloucester

Gloucester County Public Schools

Gloucester County Public Schools

Gloucester County Public schools

Goochland

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HCPS

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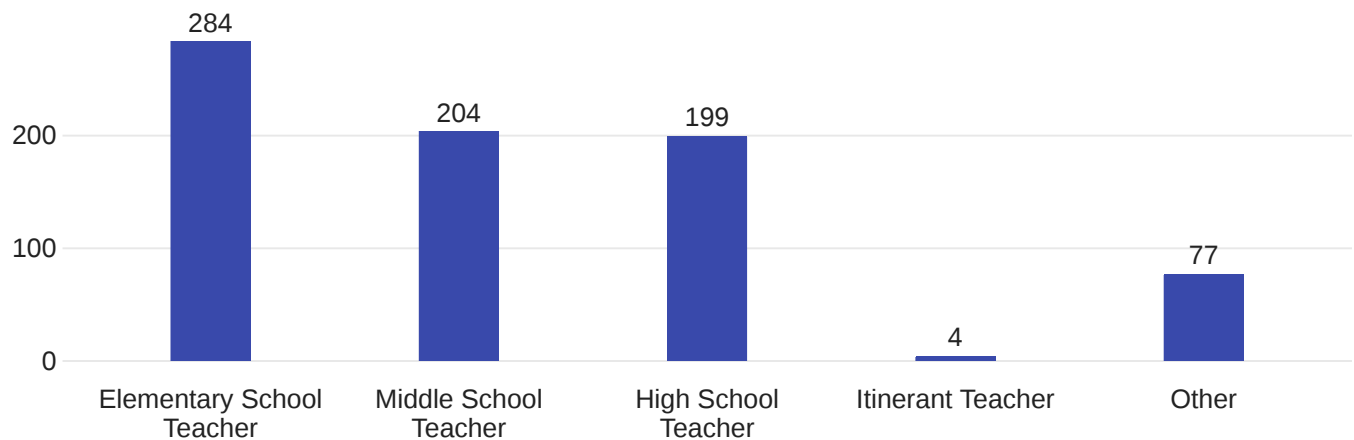
HCPS

HCPS

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**1. Please select the option(s) that best describe your position:**

749 Responses



55 Responses

Other - Text

SPED K-5 Teacher

School Counselor

Special Education k-5

Administrator

Consulting Teacher (K-12)

Middle School Teacher's Assistant

SECEP

TA

Sped T.A.  
 Teacher Assistant  
 Middle school TA  
 Education Specialist  
 Special Education Administrator  
 Special Education Teacher  
 Special Education Teacher Assistant  
 Special Education- Elementary  
 Special educator  
 Intellectual Disability Teacher  
 Assistant Principal  
 Assistant Principal  
 VESOL Curriculum Writer  
 Special Education Supervisor  
 Assessment Resource  
 School Counselor  
 Director, Office of Research  
 Special Education Teacher  
 Program Specialist  
 Special Education Teacher Aide  
 Special Education Teacher  
 School Counselor  
 8th Grade is housed at EssexHigh School  
 Assessment Specialist  
 Special Education  
 Testing Coordinator  
 Special Education Coordinator  
 Assistant Principal  
 Special Education Teacher (2nd-5th)  
 Instructional Coordinator  
 Special Education Teacher-Elementary  
 Coordinator of Special Education  
 special education teacher  
 School Counselor/STC  
 Special Education  
 Para Educator  
 DDOT  
 Teacher Assistant  
 Interim Assistant Principal

Educational Support Staff

Teacher Specialist

SOP multi grade levels

Elementary SLP

Central office

Para educator

Director of Pupil Personnel

Reading Specialist

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**2. I provided instruction on the VESOL to students with significant cognitive disabilities.**

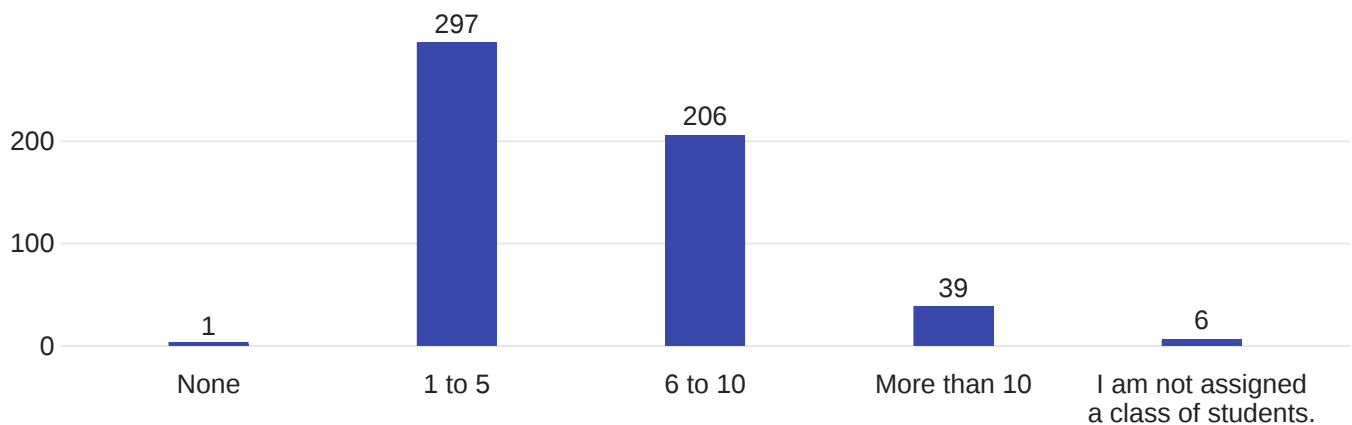
739 Responses



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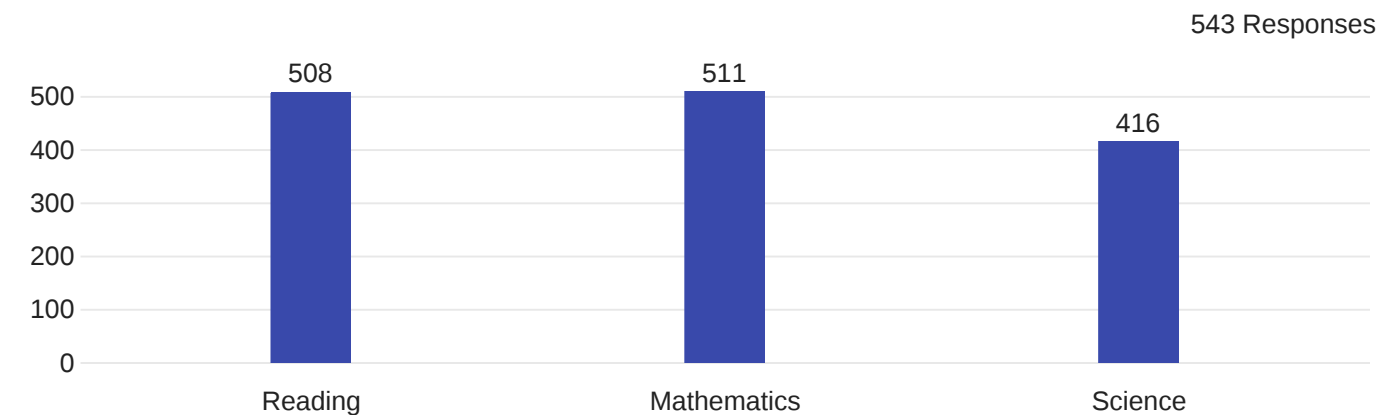
**3. Number of students in my class receiving VESOL instruction:**

549 Responses

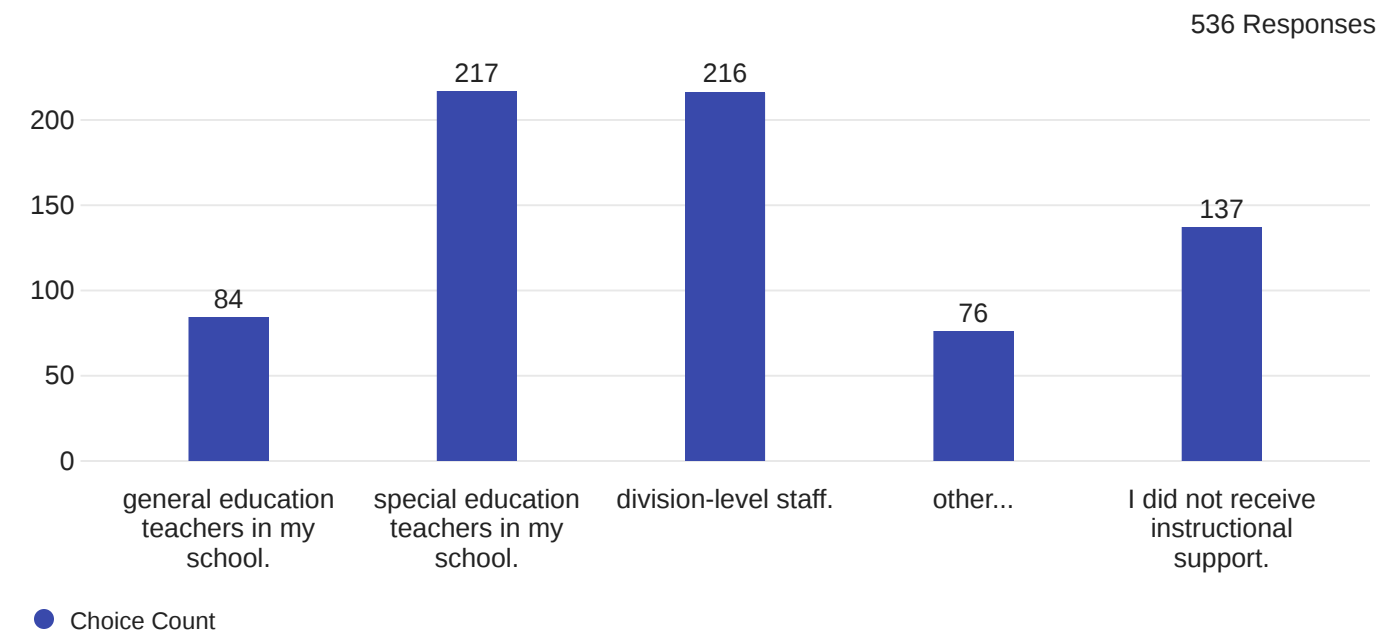




4. The VESOL content areas in which I provided instruction are:



5. I received instructional support from:



6. Please rate the helpfulness of each of the following VESOL instructional resources.

542 Responses

Field	Min	Max	Mean	Responses
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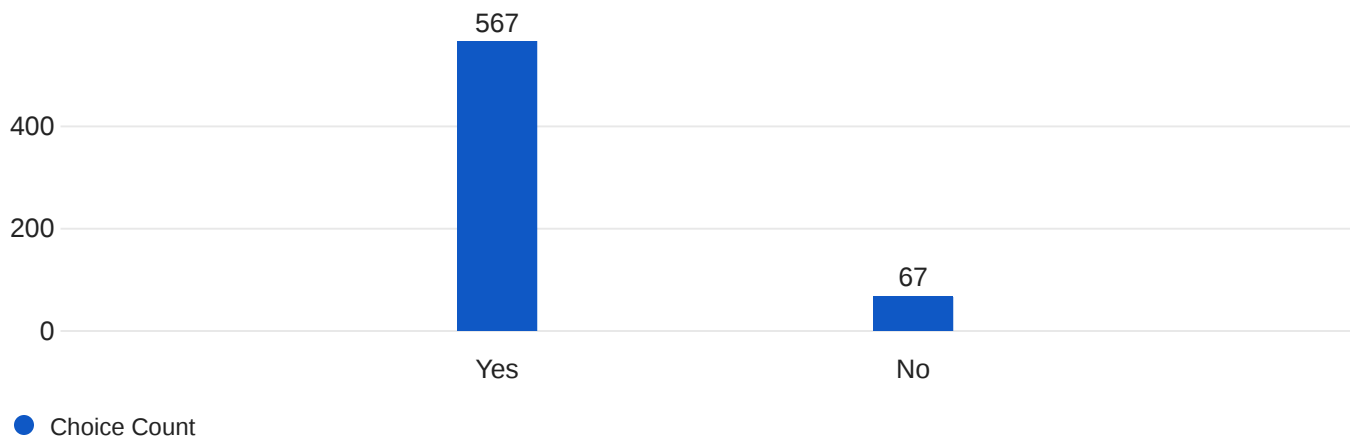
The VESOL and Complexity Continuum (published on the VDOE website)	1.0	4.0	2.1	538
Training Module: Science Instruction for Students with Significant Disabilities	1.0	4.0	2.5	539
Training Module: Reading Instruction for Students with Significant Disabilities	1.0	4.0	2.4	539
Training Module: Mathematics Instruction for Students with Significant Disabilities	1.0	4.0	2.4	538
Instructional resources provided by VDOE's Training and Technical Assistance Centers (TTACs)	1.0	4.0	2.3	538
Instructional resources provided by my school division	1.0	4.0	2.3	539

**7. Please rate your level of agreement with each of the following statements:**

542 Responses				
Field	Min	Max	Mean	Responses
Use of the VESOL increased my understanding of appropriate and relevant academic content for students with significant cognitive disabilities.	1.0	4.0	2.1	542
Use of the VESOL positively impacted the curricular and instructional approaches I used for students with significant cognitive disabilities.	1.0	4.0	2.1	540
Use of the VESOL complexity continuum improved the access to Reading, Mathematics, and Science content for my students.	1.0	4.0	2.2	541
Use of the VESOL improved learning outcomes for my students with significant cognitive disabilities.	1.0	4.0	2.3	541

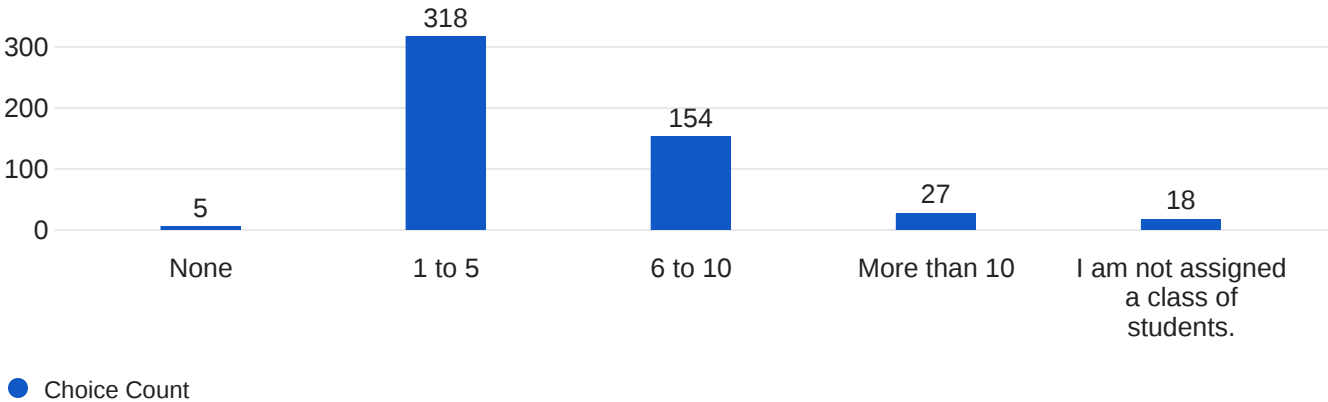
**8. I was involved in preparing students to participate in the VAAP or administering the VAAP to students.**

634 Responses



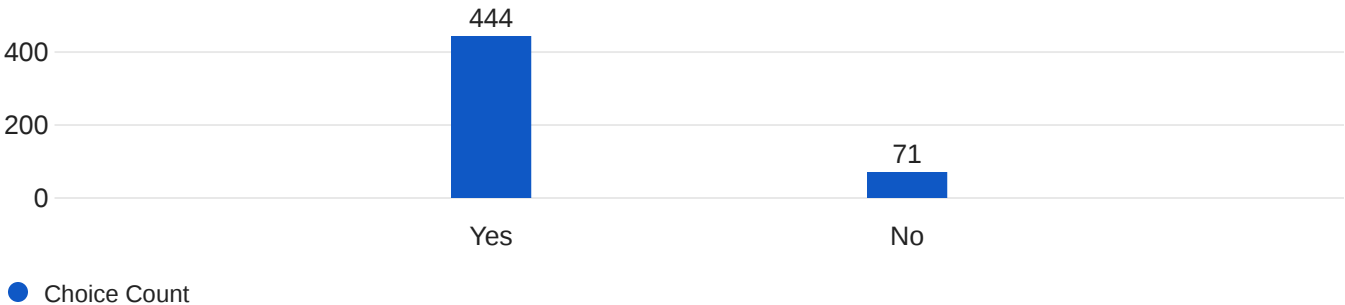
9. Number of students in my class eligible to participate in VAAP:

522 Responses



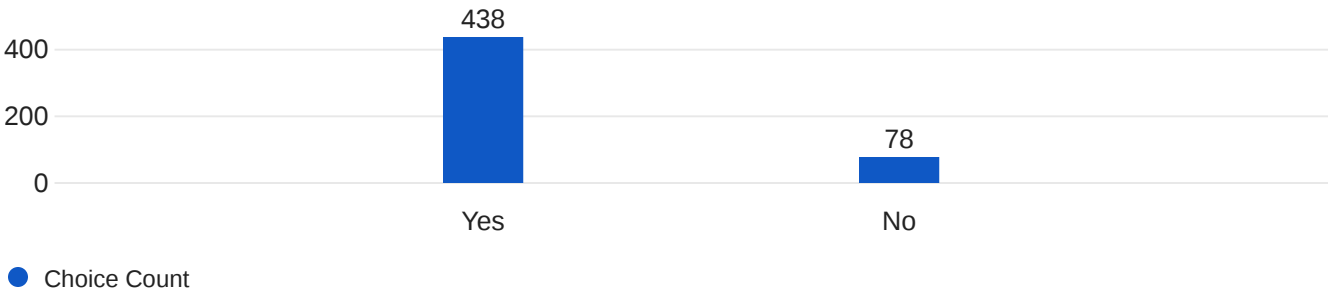
10. I used the VAAP Practice Items with students prior to their participation in VAAP.

515 Responses



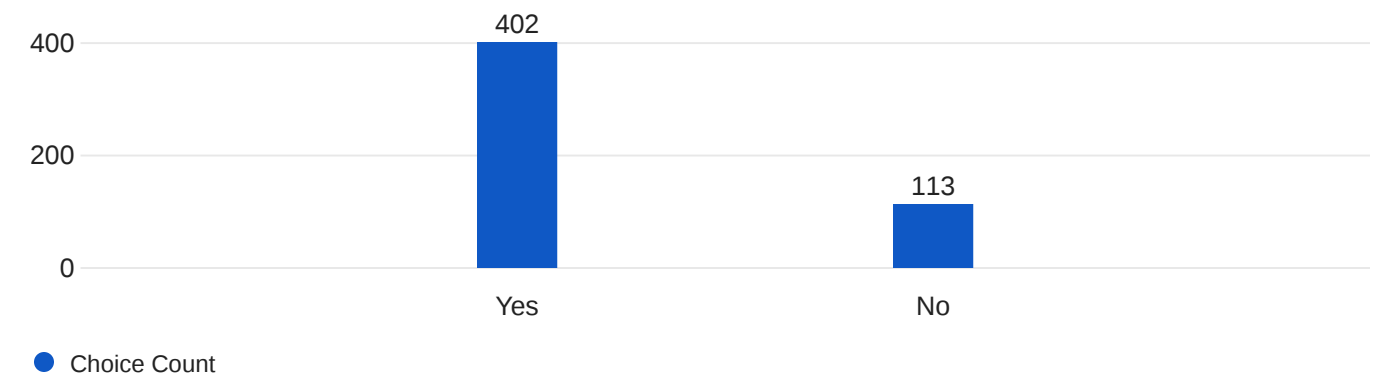
11. I developed Student Test Plans for students prior to their participation in VAAP.

516 Responses



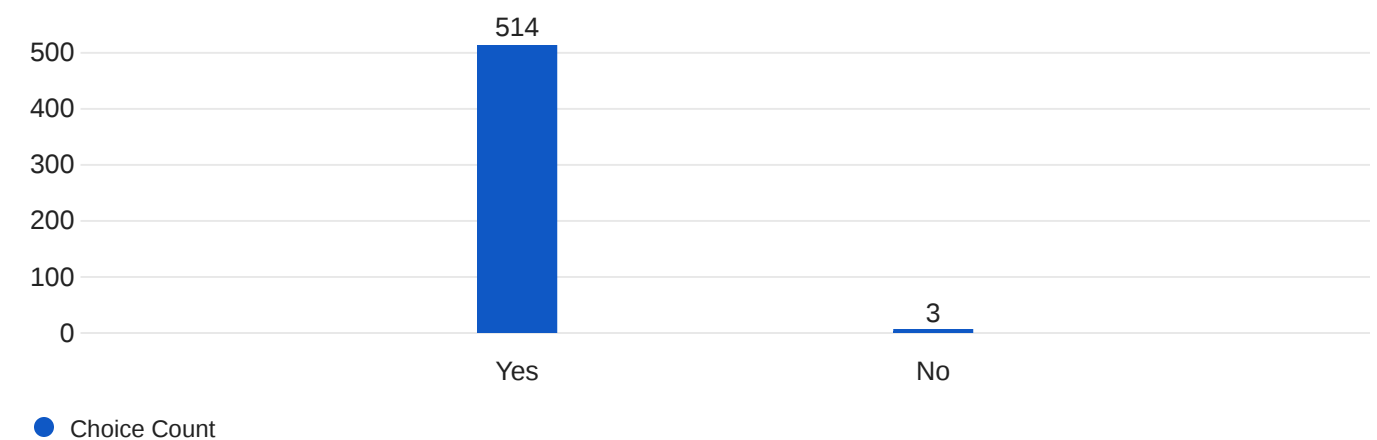
12. I used the VAAP Practice Items with students to inform the development of Student Test Plans.

515 Responses

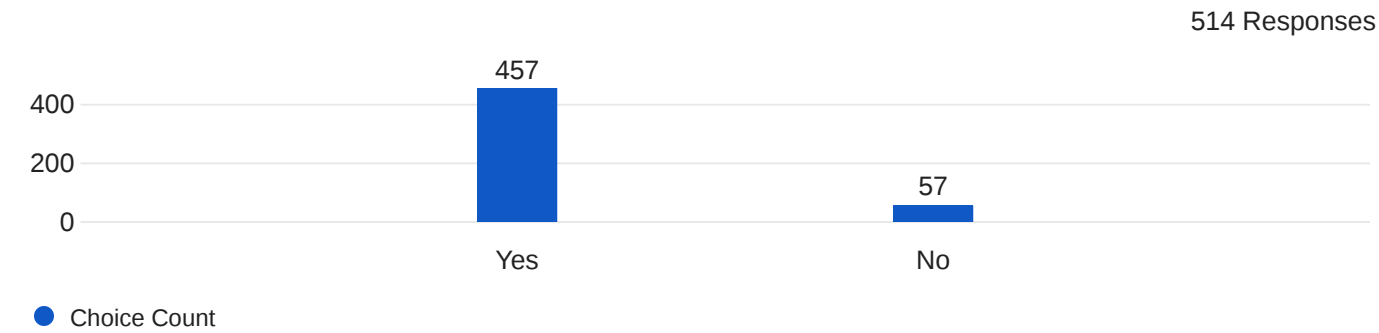


13. As a reminder, VAAP testing conditions (e.g., multiple sessions, planned breaks, visual and auditory aids, etc.) are available to all students participating in VAAP. VAAP accommodations include alternate representation of response options, read aloud for all items, interpreting/transliteration, and braille test forms, and they are available to students whose IEP team determines the accommodation is needed. **I understand VAAP testing conditions and VAAP accommodations.**

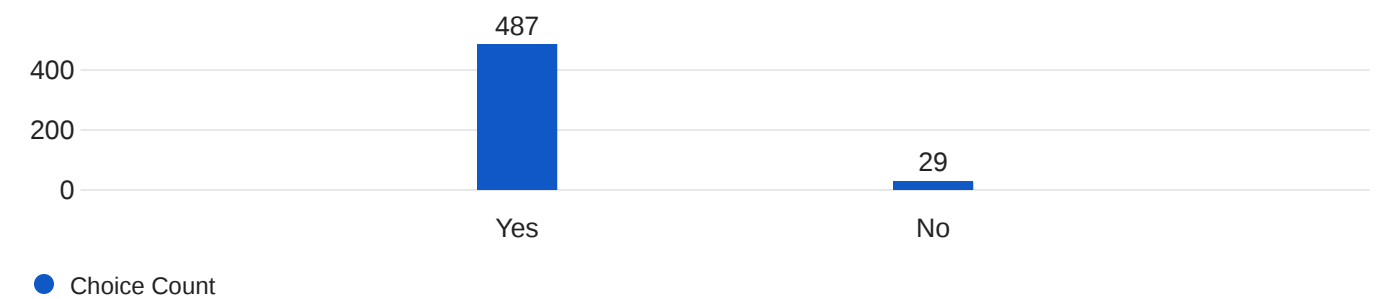
517 Responses



14. The use of testing conditions helped my students demonstrate their knowledge and skills during the test.



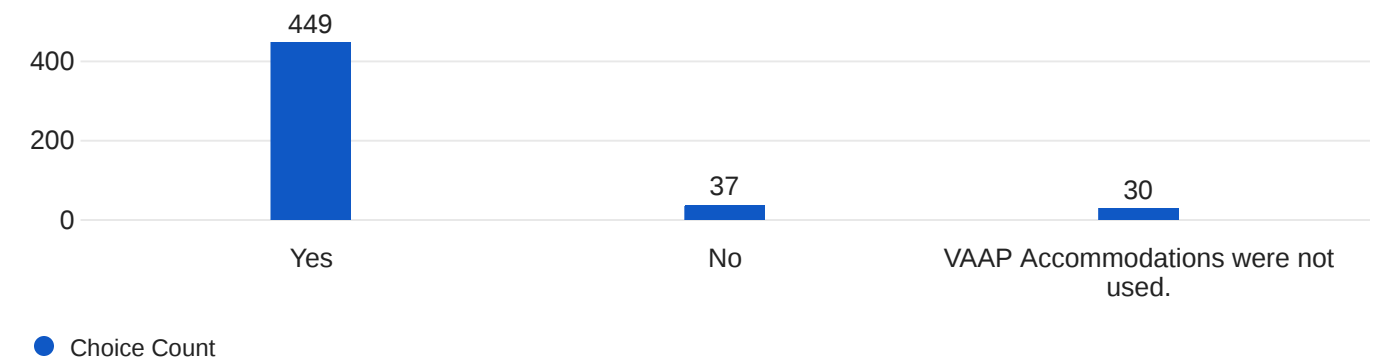
15. VAAP accommodations were used by some of my students.



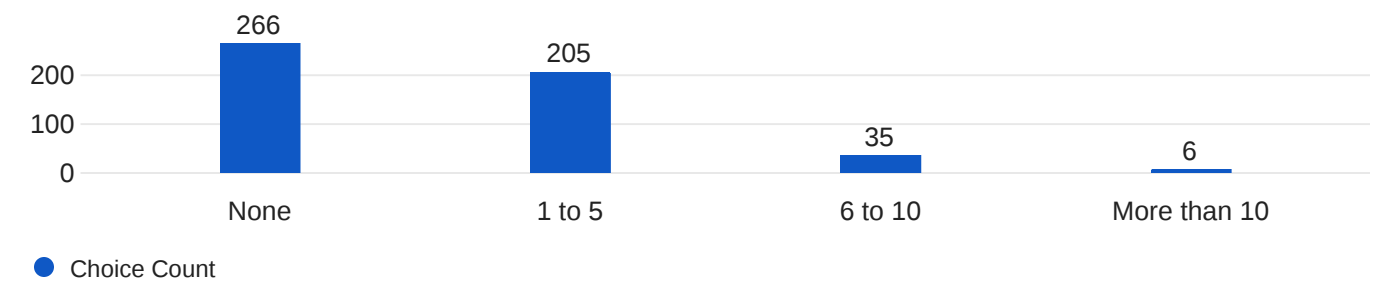
16. VAAP accommodations were properly documented in students' Individualized Education Programs (IEPs).



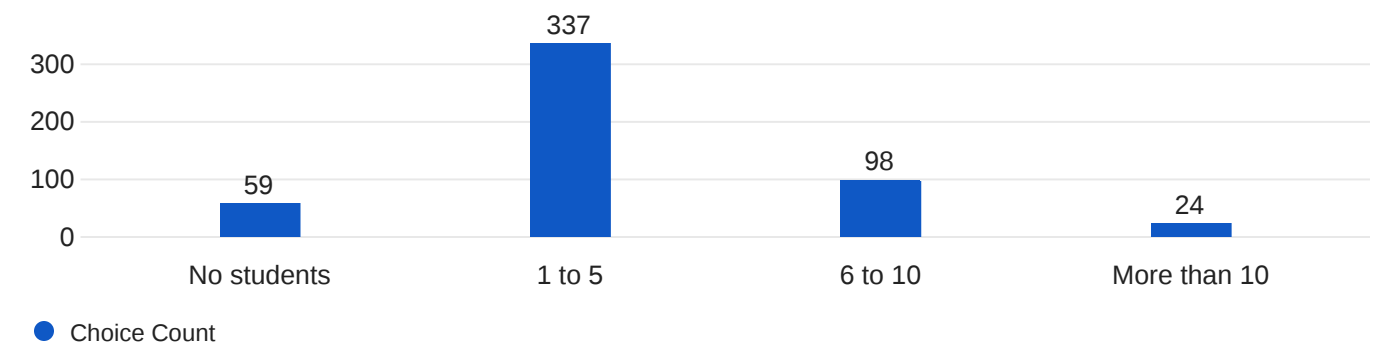
17. The use of accommodations helped my students demonstrate their knowledge and skills during the test. 516 Responses



18. Number of students for whom I had advanced access to the VAAP test to prepare their materials: 512 Responses

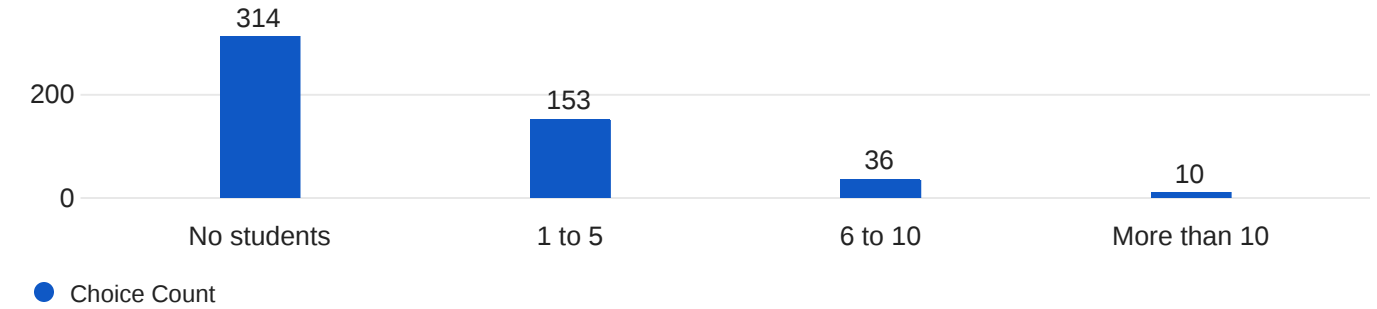


19. I served as a VAAP Examiner for: 518 Responses



20. I served as a VAAP Proctor for:

513 Responses



21. Please rate the helpfulness of each of the following VAAP assessment resources:

512 Responses

Field	Min	Max	Mean	Responses
Archived 2021-2022 VAAP Trainings on the VDOE website	1.0	4.0	2.4	510
VAAP Test Plan Template	1.0	4.0	2.2	511
VAAP Test Blueprints	1.0	4.0	2.3	507
Online Practice Items	1.0	4.0	2.0	507
Paper Practice Items	1.0	4.0	2.1	512
Teacher FAQ	1.0	4.0	2.5	508
Parent FAQ	1.0	4.0	2.9	506
2022-2023 VAAP Examiner's Manual	1.0	4.0	1.8	509
2022-2023 VAAP Examiner's Supplement for Students with Visual Impairments	1.0	4.0	3.1	510
2023 Spring Test Implementation Manual (VAAP section)	1.0	4.0	2.1	511

22. What additional instructional resources or information are needed to help in teaching the VESOL?

284 Responses

What additional instructional resources or information are needed to help in teaching the VESOL?

Teaching the math content

more practice test questions

More online resources for English Reading

Instructional resources for math would be helpful for students that have not mastered skills needed to learn the VESOL.

Adapted reading passages with comprehension questions presented in the same format as the VAAP

None

more examples of the items that may be tested.

None.

Have a continuum for all standards

More online Resources

IKNOW

Everything provided through in person training and through the VDOE provided me with a wealth of information to prepare and proctor the VAAP assessment. The practice items allowed me to assess the best method of assessing my students.

More sample items

more digital resources

None

History and Social Studies need to be included in online testing. Local scoring in subjective

The VESOLs are only appropriate for a very small number of ID students. Most of my students cannot read, write, or do basic math.

none

Testing has begun. All instructional help would have been useful the year we began, not a year after the test was started

none

Not the current curriculum. Expecting students with severe disabilities, primarily severe intellectual disabilities, to be able to figure out  $a+b=3c$ , what's  $c$  is not needed for their learning. These tests prove nothing.

It would be helpful if I didn't have to create all of my own resources for every subject and every standard. Providing us with more instructional materials for all skills/standards and more practice items would be helpful.

Our district put in place a new curriculum, TeachTown, to be used by the adapted curriculum classrooms. This curriculum is somewhat helpful, but could be more helpful if it had been correlated to the ASOLs. I realize this is something I need more from the district rather than the VDOE; however, I felt it necessary to still communicate somewhere.

Math resources!

The videos, for example the Science video, only addresses students with severe cognitive disabilities. My students have multiple disabilities to include non-verbal, quadriplegia along with cognitive disabilities, etc... All of my students will require some type of hand over hand assistance. I still teach many of the concepts in the VESOL to the students, but often have to create or purchase materials that I pay for to meet the specific needs of my students. I love science b/c this can be great sensory activities for my children like creating a cloud in a cup or blowing up a balloon with baking soda and vinegar. I feel like my kiddos with low incidence disabilities are often forgotten. It would be helpful to have resources available that I do not have to create or purchase. It is time consuming to create everything for them to meet their individual needs. Large visuals with bright colors would be helpful for many of my students, sensory items or manipulatives that would be helpful to my kids.



none

Making the information more accessible to all students with significant disabilities. The content is too hard for the majority of them to learn and feel like they have achieved.

Example activities for science

curriculum frameworks

None

Examples for all VESOLs that are being tested. More practice items for the students to be able to go through per VESOL.

I would like more examples of VESOL lessons on science and social studies.

more practice items,

trainings with the district on how to access the standards

More online resources formatting to meeting student needs.

Shared resources for COE binders

Pretest cards (enlarged) for student preparation in participating in the VESOL testing.

RESOURCES!! Actual activities, lessons, slides that correlate to the standards. There are minimally provided resources that align directly to standards. Also, most standards in math are super difficult for the developmental level of the students participating. There are not accessible resources that match the standard at the students' developmental levels.

More practice items.

none

N/A

VESOL and VAAP do not take into consideration students with the most significant cognitive disabilities. For example, it is unrealistic to test my students on algebraic equations when we are still learning to recognize numbers and achieve one-to-one correspondence.

n/a

None

More aligned math and Science lessons and review sheets so you can review information as you introduce new information.

N/A

The VESOL's (especially in the areas of math and science) have not been appropriately essentialized. They are simply lower grade level SOL's that are moved to a higher grade. The practice items are very useful as they are an appropriate application of the concepts of the standard, as opposed to the way the VESOL's are currently written. It would also be helpful to have a curriculum framework (as there is for SOL's) to help "break down" the VESOL's for teachers. Since the VESOL have incorrect SOL's listed, it is extremely challenging for teachers to "figure it out" and find the corresponding SOL to find on the general education curriculum framework. You are asking teachers to teach standards without defining what is considered "mastery" of the standard.

None

Make the VESOL more functional

state generated lesson plans would be helpful

None

None at this time.

N/A

None

Having advanced training with the current resources would be beneficial.

N/A

Time. I tested 3rd-6th graders. Teaching VSOLs for all of these grade levels is next to impossible in addition to teaching IEP Goals. I also had 10 students in my self contained class from K-6th grade.

n/a

Math resources would be helpful if shared at the county or state level.

n/a

N/A

N/a

Additional instructional materials that link to lessons that provide instruction at relevant levels of rigor.

N/A

Curriculum provided with resources

None

Math instructional ideas

A greater variety of resources/sample questions and problems for students would be helpful.

Not Applicable

I can't think of anything right now.

All of the resources that were given were adequate

Some online lessons on all topics. some pre made materials that can be use to teach and practice skills. We have to create lessons for 3 grades levels, 6th, 7th, and 8th. I have to teach the students so they can achieve their IEP goals, to improve all the areas of development, mental, social skills, behavior skills, motor skills, toilet skills, etc.

Manipulatives

A planning/pacing document to give structure to the standards. Resources on how to connect to life skills.

More resources to help support teaching the VESOLS.

More resources for students with severe intellectual disabilities

Everything is great!

The resources are a bit overwhelming as is. Streamlining the resources and perhaps suggestions of cross-discipline VESOLs would be helpful. Perhaps a suggested simple scope and sequence "calendar" would be helpful as well.

More practice items would be helpful.

Materials for specific vesol

Clear Scope and Sequence; VESOLs are vague and does not delineate skills need to achieve mastery criteria

The instructional resources provided were utilized and helpful.

I would like to see more variety in practice items.

I would like to see a weekly pacing guide that aligns to the VESOL available to ensure all items that will be on the vaap will be covered.

A pacing guide or online curriculum with activities for more of the VESOL's. There are some activities but more items are needed. Teachers are making or purchasing activities online for the instruction. Other general education teachers are given materials, a curriculum, textbooks, etc. These should also be provided for special education teachers.

n/a

Additional specifics in the VESOLs, for example, if it says "figurative language" please provide a not all inclusive list of which ones could be assessed.

A complete curriculum that starts at the beginning of the VESOL and carries through until the final testing. Much like a math curriculum.

Assignment and activity ideas with modifications that can help students with severe cognitive disabilities learn and understand the material.

More resources on each side of the complexity continuum.

It would be nice to have a VESOL curriculum and pacing guides for VESOLs.

None at this time

Any instructional resources would be helpful. If there are resources, I do not know how to access them.

n/a

I would like to see more hands on activities for reading

none

N/A

It should be noted that the training videos were full of personal discussions and waisted time. Any trainings provided need to be concise and full of information. Trainings should not waist time on things that teachers already know and learned from both college and experience. Please provide information that we either are unaware of and or that we need to know.

Curriculum Framework, similar to the SOL Curriculum Framework, that include essential questions and enduring understandings would be helpful.

For Reading, it would be helpful to have Performance Level Descriptors that are more aligned with the individual VESOLs or are at least more broken down, similar to Science and Math.

n/a

None, my students are cognitively 6mo to 2 years and parents are not interested in the VESOL as there are much more important issues like life skills and behavior management.

Need more high school reading and science test examples

Access to resources at various reading levels for students.

A scope and sequence for each subject would be helpful.

More instructional resources

NON-ASOL goal options for students who are on a functioning level of less than 1 year old. Students in high school who function less than a pre-schooler or infant need to have options that are more appropriate for them to demonstrate some ability, rather than waste time on skills that they will never achieve and are not functional to their life.

There needs to be resources readily available to teach the VESOLs. Currently I have to make up things to fit the VESOLs.

We need a curriculum to follow for each grade just like the general population follows. It is hard to scaffold needs for the students when the outcome is broad.

No

Additional instructional resources from T-TAC would be helpful

A more detailed description of math standards of learning. Students need more visual and daily real-world math.

Examples of COE would be nice.

Manipulatives to help my students access information

more access to VESOL curriculum. I am in a middle school on my own to create all my own lessons.

Teachers should be provided with instructional materials. I develop my own and use the available online resources/videos to teach all the skills and lessons before VAAP testing.

We need actual materials for the classroom. They also need to stop testing students who are clearly at an infancy and toddler level. These test are ridiculous and a waste of time.

NA

Actual templates and verbiage that provides the best possible anecdotal recording summary.

The most difficult part of instructing students participating in the VESOL is having the time to create resources for many different levels. There are not many ready made resources due to the individuality required.

N/A

The tests are not at all equitable. These are special needs students with goals in their IEP and the VAAP tests don't help prove anything. Also, these tests do not reflect any functional life skills that these students mostly need than the academic content.

I would like more math resources.

Prepared materials

Sample lessons that are actually appropriate for students with severe disabilities would be helpful. Many of those found on the TTAC website are far too advanced to be used with the students completing the VAAP.

I am always looking for new tools but overall feel I have enough resources to teach the VESOL.

Information presented thus far has been sufficient.

It would be very nice to have an actual math curriculum to support the Math VESOLs. The reading and science are quite easy to support the students with but the depth of the math is not easy to match with materials either the teachers in my building have or materials I provide out of my own pocket. i couldn't find anything in TTAC even though I tried on more than one occasion.

n/a

educators need to be provided with CONTENT ASSIGNMENTS AND ACTIVITIES throughout the year to instruct with. We are provided with ZERO materials and expecting kids to pass a test when none of us are using the same teaching materials? It's an insult to these children to expect them all to pass when they are not all being provided equal instruction or assignments.

Instructional Content for Reading, Math & Science

Materials that are on the students' reading/learning levels

I have to make, find, or buy ALL of my own instructional resources and materials. I spend MANY hours on this. A website or access to premade material for the year would be very helpful and time saving.

The principal had little to no involvement in the VAAP, even when asked to help, principal declined. The assistant principal did all the preparation for her.

It would be helpful to have a curriculum map that integrated math, science, and reading instruction throughout the year. All of the general education teachers were provided with a curriculum map for units and some kind of unit structure, and I spent a majority of my time creating my own- which took away from time that I could have used to make more cohesive plans for my students.

A standard set of lesson plans would be awesome

Lessons/Activities that are age appropriate for MS and HS students.

I think that it is designed beautifully to assess students with special needs.

More materials and curriculum with multiple levels

Our district does not supply us with any instructional materials unless we fight tooth and nail. More often than not, children in the VESOL program are learning from a curriculum their teachers put together with resources found on teachers pay teachers. Many of these resources are funded through teachers own personal funds and we are already on tight budgets..

There are little resources available to use. We have to make everything. Having materials specific to VESOL standards would help.

3d objects for stiffens with visual impairment. I had to come up with 3 objects per question and some of those were hard to do.

NA

A pacing guide for each subject

More lesson plans

I would like leveled instructional materials that can be used for one lesson (or VESOL) depending on the individual learning needs of students in the same class. Individual learning needs are extremely diverse at the high school level.

lesson plans and materials that link to them

I think a suggested pacing guide for teaching the material and help with developing materials for each standard would be helpful.

Resources to use are very limited. My system provides us with Unique Learning System, though I don't feel like it does a very good job preparing the students for VAAP tests. I create a lot of my own material using Google Slides and Teachers Pay Teachers.

Generally more examples of how this information is implemented in classrooms.

Maybe just more examples of how to utilize the complexity continuum.

N/A

The test does not accurately show students knowledge. These students guess and just select an answer. They are not students who need to be put in front of an exam- that's why they are adapted and not taking SOLs

Nothing I can think of right now.

None

More materials that look similar to how the assessment is given.

More practice items for each content area, and more sample lesson plans

more samples of the test questions (particularly math)

All of this information is helpful but it was very challenging with shortage of teachers.

Yes

None are needed at this time.

instructional materials and plans

Provide trainings and resources in September so that we can lesson plan early.

All districts should provide teachers with lessons and pacing like our general education counterparts.

Actually, just using VESOLs that are geared towards independent living for our population of students would be great. Our students don't need to know equations and such and they will never be able to utilize these skills in their everyday life (nor would they be able to remember how to use them or understand what conditions to use them in).

Test material. More specifics on what is expected on tests. More in depth information. Explanations of where test material is available. TTAC is terrible at giving out material. They have no resources or the resources aren't apparent ie- where is it? Our county provides Tons of material for SOL students but nothing for VESOL students.

Additional practice items would be nice.

More resources for those that have VERY low cognitive levels. I felt some of the materials covered were not practical for students that are not able to identify letters or numbers.

More lesson plan ideas and guidance in teaching the VESOL.

More lesson plan ideas and guidance in teaching the VESOL.

Extra practice tests. I like to give my students a practice test at the beginning of semester to get a baseline and again at the end to see how they would do on actual test.

None

More practice questions.

None

none

Instructional Materials from the state of Virginia.

The training materials were wonderful resources.

Resources from past lessons, technology sites for instruction (A-Z Reading, News 2 You, ABC Teach), IXL website use for practice

Instructional materials. We have only examples.

None

Materials to help us teach all subjects effectively across multiple grades. Materials so that we can help students retain materials from fall to spring.

More training on current and effective practices of teaching math and reading to students with significant cognitive disabilities to reflect the instructional resources information that is available.

None

Please provide longer practice tests- practicing stamina and determining when a break may be needed is necessary

Please provide many more problems for the math practice tests- often my students do know the answers, but just don't understand the test question and need more practice to learn it

N/A

Detailed curriculum instruction for each objective, ways to help teach prelearning steps of skills leading to objectives

More practice tests

More training and support for non-verbal students and alternative responses during testing.

Support from division staff who understand VESOL and know how to support teachers in this role.

No additional information. The test is not appropriate for students with significant disabilities

The practice items on TestNav need to give indications of what student got correct or not. How can they practice if they don't know they got it right?! Also, for the math VESOL practice items, the VESOL's should be listed with each item.

Lesson plan template and different modifications for differently abled students.

Actual books rather than software

Math resources

We would like a more detailed VSEOL Standards reference.

More focused materials on vizzle for the VESOL

More materials relating VESOL Curriculum

updated VESOLs?

For special education a more guided curriculum would be ideal to give teachers a general direction of the type of process they will need.

More practice materials in print and online. Access to Teachers Pay Teachers, Vizzle Resources, etc.

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### 23. What additional assessment resources or information are needed to help you administer the VAAP?

250 Responses

None

none

NA

Large print tests were barely enlarged and was hard to print.

More examples of VAAP evidence

None.

None

More online Resources

Ways for non verbal, non mobile, not able to hold anything student can be assessed by VAAP

None, all were helpful.

N/A

sample COE for Writing and History/examples of acceptable evidence

None

The criteria for local scoring will help.

None

none

A practical testing assessment. Students with low cognitive ability should be tested on information that is useful to them as well as their future. A lot of unnecessary time is spent teaching unnecessary material that has no future use.

none

Testing students on life skills (i.e. understanding safety signs, counting money, telling time) would be more beneficial than identifying Jupiter.

More Practice Items



The resources I think were helpful as I had never administered the new format of test before this year. I had only completed the VAAP portfolio prior to this year. I think a more common planning form expected for districts to use would be helpful. I did not really receive a great deal of guidance in planning for instruction this year, which was challenging. So, perhaps some direct training and overall planning forms available on the VDOE site would be helpful if my district is not able to provide that. My first year, it was very well guided and resources were readily available. That was not the case for me this year. I felt very lost and unprepared for much of the year.

more practice items

None

none

None.

very pleased with the new VAAP and felt the administering was easy and accessible to all of my students

The Reading test directions (i'm not sure about math or science because I don't assess students in those areas) for each question need to be more explicit. It's very confusing as to whether something should be read to a student or not, especially if it's a student that does not get read aloud. The current wording is very awkward, and it's hard to tell what should be read and what should not. Sometimes it said "I will read to you" which was meant for all students read aloud or not, then sometimes it said "For you to read" which meant only students without read aloud would read it, and other times there was a third way the directions were stated which was very ambiguous and did not explicitly say what the teacher should read or not. It would be so much easier if there was an A and B version specifically for students with read aloud, and an A and B version for students without read aloud that way there is no confusion.

n/a

It would be helpful to have examples of what is expected. The guidelines seem unclear. The trainings revolve around the actual testing where VAAP has little training on how to adapt and record evidence for learning. Sample lessons, activities and materials available for each of the VAAP standards would be extremely helpful. Teachers could then adapt those to meet the needs of their students.

none

None

monthly assessments look like VAAP, based on VESOL to assess progress and the areas of repeated instructional need like MAP tests

n/a

None

N/A

none

N/A

There needs to be another test for students with the most significant cognitive disabilities.

n/a

more practice tests

none

N/A

Sample activities for EACH VESOL standard. Especially at the middle and high school levels! The ASOL's in social science are outdated (SOL's associated are no longer SOL's!) and are written at a level that is not appropriate for the majority of students taking the VAAP. This should be addressed by VDOE.

None

none

None

None at this time.

N/A

better modeled video. Maybe with a student.

None

More practice test items.

None

Having advanced training with the current resources would be beneficial.

N/A

Our District Testing Person did not have any information on VAAP. When the testing window opened, many of us wanted to start testing. When he was contacted, he had nothing to offer. Our school testing person had no info either. After being the squeaky wheel, we were finally able to test on April 24th. Who needs to contact the district testing person?

n/a

Links to videos to support learning/ retaining concepts.

More practice items

N/A

n/a

Additional practice items would be helpful for students to continue practicing increasing stamina in test taking as needed.

I was happy with the resources provided.

None

A greater variety of resources/sample questions and problems for students would be helpful.

More online resources and explanation of instructional resources. Test with colors for the beneficial of the students with disabilities.

I can't think of anything right now.

None

Students with significant cognitive disabilities should not be expected to take the Vaap

Actual picture cards, not just words on a card.

None.

Everything is great!

Additional test questions for practice would be helpful.

Instructions are clear.

Crosswalk on when VESOL items should be taught. Teachers getting together to discuss how to implement the vesol with the curriculum. Teachers who will committ to once a month on zoom.

Teacher background knowledge, student essential skills, and knowledge as stems are extremely vague

None at this time

I'm not sure.

I would like a further copy of VAAP materials available so I could cut one up to use as an alternative response mode to the actual test booklet if needed.

The test booklet is hard for students to write in when you have to fold it on some of the testing items. Students have a hard time holding it open or have a hard time circling their answer if it is close to the fold.

n/a

None

Possibly better understanding of some of the other accommodations and how to utilize them with some students that may need them.

N/A

Additional practice items for each test.

Not sure

None

None

more practice tests

none

N/A

It would be helpful to have an outline of accommodations specific for the VAAP and ones that are for everyone as a list rather than a page long explanation.

n/a

None as stated above.

No additional resources needed.

Students in the severely low functioning levels should be able demonstrate a functional math goal instead of an ASOL goal that is beyond their reach. All of the goals need to be recreated to be functional and not so academic based when many of these students won't be working towards these types of goals.

None

A canvas curriculum that we teachers can follow. I feel I am scrambling to find and figure out resources for all individuals. A clear cut picture of the expectations would be appreciated as well as a pacing guide.

None

Tangible answer choices as resources

We need step by step lesson plans or resources kind of like the ones that are found on teachers pay teachers.com. When this program was new last year because I didn't have resources to really teach with I felt like I fumbled through it.

none

I develop my own pacing guide based on the VAAP ASOLs that were provided.

Sample script for introducing the testing session to students participating in vaap

We need actual assessment resources. They also need to stop testing students who are clearly at an infancy and toddler level. These test are ridiculous and a waste of time.

NA

More practice tests and lessons to better prepare multiple grade levels for the type of questions they might experience during testing. The verbiage is not what they are accustom to and it causes some students to second guess themselves and their ability to answer with confidence.

More practice items would be very beneficial for preparation of students.

Classroom teachers should get their students test results within a week like regular SOL's.

None

N/A

None

None at this time.

None

n/a

we are BEGGING THE STATE TO PROVIDE INSTRUCTIONAL MATERIALS, worksheet, google slides, ANYTHING,

none

None

None

n/a

My administrator knew nothing about the VAAP; they had never given it, they could not answer any of my questions, and they had never watched the training modules online. It's hard when I knew more than them- when I had questions, they could not answer those questions.

none

Additional Practice Tests/Benchmarks to use throughout the year or at various periods throughout the year. More than just a few questions to get students used to the assessment.

Social Studies VESOLS is the only thing that I think of that could be helpful for future testing or collection of evidence.

more training about our classes to better understand the significance of needs out students have

I needed to find everything to meet the standards.

3d objects that represent the answers on the test

NA

A pacing guide for each subject

NA

I need to use the practice test questions with my students before answering this question.

Access to suggested materials (i.e. for "alternative response") might be helpful to see if that method would help the students.

None

None

The available resources are sufficient.

N/A

The test does not accurately show students knowledge. These students guess and just select an answer. They are not students who need to be put in front of an exam- that's why they are adapted and not taking SOLs

A full released VAAP test would help determine how many days the student will need to take the full 35 question test.

None

More materials that look similar to how the test is given for adequate practice.

More practice items on the practice VAAP test

Resources available sooner than later in the year.

Hands on resources- work shops to use the resources

None are needed at this time.

plans and lessons

Release information as soon as possible for planning purposes.

none

Specific examples of each type of question would be helpful.

Nothing in terms of administration.

It would be helpful for the manual to give examples of all types of testing questions.

none

All of the resources and information were sufficient for administering the VAAP.

All of the resources and information were helpful in administering the VAAP.

None that I can think of at the moment.

None

None

none

N/A

None at this time.

None

none

None now that I have done it for the first time.

More information on alternative response options and how that works. There should be more than just copying the testing pages and cutting the pictures apart. How do you test a student who is an object learner and not a picture learner?

None

The Social Studies binder VAAPs for 4th grade should be eliminated

N/A

More assessment resources for Social Studies

providing schools with resources to support testing (additional staff, quiet testing location, resources to allow testing to occur in appropriate manner)

None

More training and support for non-verbal students and alternative responses during testing.

Support from division staff who understand VESOL and know how to support teachers in this role.

No additional information. The test is not appropriate for students with significant disabilities

End of unit assessments or exit tickets to monitor growth and to see where reteaching needs to be implemented.

none at this time

none

none

None

None

more staff to give it -

There is not additional information that is needed.

None

n/a

Materials for manipulatives, better guidance on practice for the students and a curriculum designed to base lesson plans on.

More clarification and actual examples of what is allowed under testing conditions (for example, visual aids) and what is required to be under accommodations.

The math is REALLY hard I would like more resources to help teach math for 7th and 8th grade

I feel like it needs to be a little more clear.

N/A

None

None at this time

Significantly impaired students unable to adequately demonstrate knowledge on the computerized test. Performance was significantly better when portfolio using a variety of methods to demonstrate knowledge.

I can not think of anything at this time.

none at this time

Administration of the VAAP is more effective and a better use of time than the binders.

I can't think of any.

I have a student with Autism that cannot focus at all. The entire test, all he did was lick the table, pick at his hands, and showed absolutely no interest in the test at all. What do I do with a student like this as he also does this in the classroom, but I can give him verbal cues and prompts. Just telling him to "focus" did not help this student at all.

Practice items, games, etc for independent work

N/A

a decision as to whether teachers teach the VESOLS or the mandated curriculum from the county. The two are not aligned.

more example test questions or scenarios

I wish that we had longer to prep testing materials in the early access window. Many answer cards for students who require alternate response is time consuming and can only be done during school hours when students are in the building. This extremely limits our time to prep and modify.

more practice tests

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## 24. What additional information, guidance, or training should the VDOE consider providing in the future?

238 Responses

Training to teaching the math content.

A complete test from previous years for each subject, Reading, Math and Science for new teacher.

NA

Developmental progression for teaching reading and adapted word study materials.

none

There needs to be more delineation between VESOL and VASOL documents and protocols. I teach the Program Planning and Assessment course for the Adapted Curriculum MEd at GMU and it is a struggle to help students differentiate between Computer/Paper Based testing using the VESOL and the VAAP/PBA in Writing and Social Studies.

T-TAC virtual training

How to administer the assessment to all populations

Continue with the in-person trainings and the VDOE videos.

N/A

a lingo free FAQ for parents

None

Local scoring needs addition training or instruction.

none

none

Change the assessments or just have the students attend gen ed classes and take SOLs. The tests show NOTHING about the student and this is supposed to be individualized instruction. Per their goals.

N/A

I would like the VDOE to come in and provide guidance directly on how the preparation and planning for the assessments should be done. Additionally, I would like an easier way to access and locate information on the website. It is HORRIBLY confusing and difficult to navigate now.

We need more MATH resources, training, and guidance.

Training for my specific population of students. The assistants in my classroom have been to multiple trainings for autism, but not one for our specific population of students. I am part of a regional program and I know most teachers/assistants within this program would welcome relevant training.

Some questions, had so much wording that the students lost what was being ask or what was being said to know what the answer is.

More guidance on how instruction should look.

creating material

More training for gathering VAAP evidence and more instructional materials for the standards.

None at this time.

opportunities to have reviews in person

trainings with the district on how to access the standards

Hands on testing practice.

Provide VESOLS for ALL SUBJECTS at ALL grade levels. Regardless of testing years, we still have to teach the standards and the outdated writing, social science, and retired 3rd grade science standards are very inappropriate. There are too many standards and they are very challenging.



none

N/A

The state of Georgia does a good job of further simplifying extended content standards for student with the most significant cognitive disabilities. Virginia needs to consider a similar approach.

n/a

If we are putting students on an alternative assessment. Why are we asking them to all complete the same test? With the same 35 questions.

Although this testing in booklets/computer is new, I've been doing this for 16 years so other than trying to find appropriate lessons for all of the standards and figuring out what order they should be taught (very time consuming) the actual process of testing is relatively straight forward.

N/A

VDOE should consider creating a better "bank" of activities for teachers to access when teaching VESOL's. In Loudoun County, we have created a pacing guide to group VESOL's into teachable units of instruction. While this has been helpful for planning purposes, it would be very helpful for VDOE to provide guidance for teaching each standard.

In the near future, how about providing the Writing and Social Studies assessments online (VESOL)? Our students are capable of using their Chromebook for the VESOL assessments.

None

Make the VESOL more functional

None

None at this time.

N/A

None

Having advanced training with the current resources and administration support would be beneficial.

N/A

Our District Testing Person did not have any information on VAAP. When the testing window opened, many of us wanted to start testing. When he was contacted, he had nothing to offer. Our school testing person had no info either. After being the squeaky wheel, we were finally able to test on April 24th. Who needs to contact the district testing person?

n/a

There should be an option to participate in one training instead of multiple hour long trainings for each VAAP.

n/a

N/A

n/a

Strategies for differentiation.

I am hapot with the information and guidance I received.

Mandatory training for new teachers

None

Math instructional ideas

It would be helpful to understand what the determination is for pass proficient and pass advanced and how the scores are derived. Also, for parents is there a good description for what that means as far as student ability?

I can't think of anything right now.

This was my first time giving the "new" VAAP and all resources provided were very good

Students with significant cognitive disabilities should not be expected to take the vaap

Practice activities, planning/pacing document

TTAC is VERY helpful.

None

At this point in time, perhaps have one set of training for those new to VAAP and another shorter one for those who have worked with the program for awhile.

Consider the purpose of the VAAP... why are we requiring this of these students?

Zoom training on how to implement the VESOL with the Unique Curriculum.

Scope and sequence that incorporates teacher background knowledge, key vocabulary, essential questions (same as the SOL for General Edu teachers)

The training provided was appropriate and useful.

I liked the VAAP trainings, keep them coming. Especially for testing conditions and accommodations for IEP.

A brief guide on what is what, the wording on the first couple of pages on this survey made me question if I had done anything I was being asked about, I eventually realized what these questions meant, but if I struggle after having done this for several years, new teachers are likely to find the wording difficult also. .

A more formalized system for teaching the VESOL's- pacing guide, curriculum, assessments, teaching materials, etc.

n/a

None

Videos demonstrating teaching ideas, etc. Visuals. The trainings primarily consisted of reading text and listening to someone talk, which was often monotone. More engaging would be helpful.

N/A

Not sure

I have four students who do not qualify for VAAP and do not take SOL courses. There is no test for them and I reached out to multiple people to find out what to do. There was no guidance for these students.

None

none

Enthusiastic trainers.

none

Support for students in the 2%

It would be great to see training for VAAP/VESOL done in one session. The training could be in a link that teachers click with different outlines/activities which must be completed. As the outlines/activities are completed they can be checked off in the system. At the end teachers can be provided a certificate of completion in which they can share with their superiors. It would be amazing if in completing that course teachers could gain so many state points toward license renewal.

When providing training about VESOL instruction, please have the training relate directly to the VESOLs themselves. When TTAC would present their portions of the training, it was general information that could apply to any general education classroom, such as having a class library.

n/a

The vidoes are too repetitive year to year.

Is it possible for the "radio" buttons to have a larger field to click on? They are rather small and are difficult for many. Thank you!

More resources to help teachers with providing instruction.

A pacing guide would be great as well as the expectation by the March-June VAAP timeline.

Information was provided with understanding.

Training on how to administer standardized tests to students that need hands-on instruction.

A website that is like teachers pay teachers that feature things that are going to be on the test.

Make and take or hands on trainings

PWC schools gave little information and guidance.

Same as above

There is no additional information, guidance, or training that needs to be considered. They need to stop these tests.

NA

Smartboard practice and test taking strategies for our visual and auditory leaners.

It would be helpful to have more guidance on what to do when students respond to all answer choices. This is frequent with students with autism. Even when choice cards are used, all of the answers are shown at once and students just point to all of the answers.

More practice tests available on paper/online versions with various reading passages/mathematical equations.

How and when we get our test results back.

More training opportunities. The JMU academy was very helpful.

Sample Unit Plans, adapted to various levels

Annual training delivered in person to teachers of the VESOL

Information presented thus far has been sufficient.

A specific math curriculum tailored to teaching the part of the math standards the kids are expected to learn.

Consider letting us know that VAAP will be required for Social Studies more than 17 days in advance

n/a

Please stop telling us how to administer a test, instead provide us materials to INSTRUCT WITH throughout the year so they can master these skills before assessing.

none

Curriculum resources that are free and don't require me to make myself.

None

n/a

I think it would be helpful to have a bank of lesson plans and unit plans as a framework that I could expand on; my instruction would have been better this year for my students if I wasn't spending hours creating everything from scratch.

Required TTAC training for all administering the VAAP including training on instruction of the VESOL

VA studies

The training is good.

N/A

the online seminars were not helpful to someone that is a hands on learner. need more hands on training.

VDOE should offer the initial trainings to teachers new to the program. However, as a veteran teacher, sitting through hours of presentations of redundant information is wasteful of time that I do not have.

Materials for each standard, reconsider some standards.

NA

NA

During presentations use high school level examples. Most (usually all) of the examples used are for elementary grades.

N/A

I feel like new teachers should be required to complete the training. I worked with a new teacher that did not do any of the trainings (training information was provided to her) and due to that, she was very unsure of the administration of VAAP testing. My district only had required trainings for teachers who had to complete social studies and writing binders.

More resources for teachers as my district has provided none

Training on how to properly utilize the complexity continuum. Also the VDOE should bring back standards for Social Studies--if students served in the general education setting are assessed on their knowledge of social studies (SOLs), there should definitely be standards for students with disabilities. There were standards for social studies 2 years ago, why would we neglect to have standards for students with disabilities now? Even if the social studies standards were more functional, such as focusing on rights and responsibilities of citizens and understanding how the government systems operate. We should be setting these students up to be responsible and informed citizens.

Maybe a small online class. One with informative slides and questions, instead of a person giving a lecture.

The test does not accurately show students knowledge. These students guess and just select an answer. They are not students who need to be put in front of an exam- that's why they are adapted and not taking SOLs

Nothing I can think of right now.

None

How to pace and deliver all of the needed instruction throughout the year.

The additional resources is that the webinars are done during the Summer and before school starts.

None are needed at this time.

A day to have T-Tac present information or have a T-TAC fair.

none

Test material. Teaching resources that are easily and readily accessible. REVAMP TTAC

I do not have any suggestions at this time.

More for our lower level, i.e. students with IQs <53%.

There is no need for any additional information, guidance, or training. Everything was helpful.

I was satisfied with what the VDOE provided us. I can't think of any additional information, guidance, or training needed at this time.

In person training at each division so that all teachers have the same understanding of the process.

Levels within the testing options. Some of the questions were extremely easy for certain students in various contents across grade levels.

None

none

N/A

A refresher/guidance training for those who are not familiar with the VAAP.

Pacing through units for students for Science/Social Studies VESOLs

instructional materials. Not just examples.

None

Another JMU session like last year!

More training on current and effective practices of teaching math and reading to students with significant cognitive disabilities to reflect the instructional resources information that is available.

The Social Studies binder VAAPs for 4th grade should be eliminated

none

n/A

Training for how to break down skills of each objective

I don't know

More training and support for non-verbal students and alternative responses during testing.

Train administrators of VESOL. They knew very little.

VDOE should consider changing back their test format to a collection of work instead of a test. This test is not appropriate and does not include the abilities of all their learners.

I have received minimal training beyond the VDOE modules.

Train all exceptional ed. staff who may need the experience of understanding the VAAP process.

none

None

none needed

A pacing guide that gives us a general direction that can be integrated to be modified to meet standards in various grade level.

N/A

n/a

Case studies/examples of IEPs and then what that looks like in test administration

The math is REALLY hard I would like more resources to help teach math for 7th and 8th grade

NA

N/A

None

NA

How to better obtain valid responses for significantly low achievers.

Some of the questions are too advanced for some of the lower functioning students.

I can not think of anything at this time.

feedback/results

Breakdown of items from assessment to get a clear and concise understanding of information to deliver to students

None

I feel that our director should also attend the trainings, give us guidance, and be held accountable for assisting teachers in this area.

Goal banks for IEPs

The following is should be considered:

Videos on how to teach some of the 5th grade math objectives.

5th grade math work samples for teachers to use on different levels of understanding

it would be nice if the test was set up with the easier items first and progressively get harder. That way a more cognitively impaired a student is can be tested on ability. Those that are cognitively higher can continue on with the test. The rate of accuracy can be determined by levels. The math needs to be functional for our students. Do things that are relevant for the students not Algebra that does not have meaning for most of our students.

testing scenarios

Many of the students are working on skills that are pre-requisites to other skills. For example in numeracy they are working on foundational skills such as cardinal principle and 1:1 correspondence as they do not have that skill yet, but are asked to perform solving a function. Even with modifications and accommodations I wish they could be given credit or scored for parts they do know.

VESOL training on how to get teach material in the inclusion setting

mentors

I don't know.

None

VDOE should take into considerations those students with significant multiple disabilities including orthopedic disabilities, Cerebral Palsy, Wheelchair bound, and have Intellectual Disabilities, who are non vocal, and do not have the use of their hands. Most of the test items were inappropriate for my students who are working on functional communication and life skills at school.

N/A

None

N/A

The VESOLS need to be structured based on ability levels not grades.

Materials addressing the specific science standards covered in the VESOLS. I have searched the internet for resources capable of instructing my self-contained class in the high school science standards pertaining to animal characteristics and animal population relationships and I lack the time to create my own. TTAC is trying to help me, but they have not been able to find anything either.

New sets of practice questions for each grade level to be given multiple times yearly, or a practice assessment with a full 35 questions would better prepare students for the actual test.

Consider adding directions for a section of the VAAP that requires the use of a calculator to solve a mathematical operation. Most of the students can independently operate a calculator to solve mathematical operations. However, without directions telling them to use the calculator, they just guess at the answer.

None

Maybe a PD during teacher work week more in detail about how to implement

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## 25. Other general feedback or suggestions for the VESOL or VAAP?

246 Responses

More training sessions for teachers with lower functioning students.

NA

none

I struggle with this instrument being reliable and valid for my students to demonstrate what they know and are able to do.

I think it would be helpful if the algebraic equations were written as word problems.

VESOL - Please consider the number and complexity of History, Math, and Science concepts to be taught. For many students, portions of the concepts were well above their cognitive ability.

History and Social Studies need to be included in online testing.

The end-of-the-year VAAP testing is not beneficial for students. Students with an intellectual disability are not able to retain much information, and now we are requiring it. There are many skills that my students need, that I am not able to teach them because of the increased complexity of the VESOLs. In my opinion, it is much more important for them to be able to perform daily living tasks independently. My students being able to advocate for themselves is important. Most of all, these students were placed in my room because they need specialized instruction; there are skills that they need that they aren't getting in general education. Most of these skills are not touched on in the VAAP.

none

none

Change. The. Test. Make the tests geared towards their learning. Do they REALLY need to know point plots??!! Obviously none of the test creators have taught our student population.

Please consider changing the requirements for students with significant disabilities. The students and parents should not be penalized for opting out of VAAP because it is not appropriate for all students. The VAAP is appropriate for student with and IQ of 30 -60, but not below 30. Also, please consider making an assessment for the Writing SOL or Social studies or just not requiring the binders and trusting that Good Teachers are going to teach the standards regardless.

I feel that the year-end testing is NOT appropriate for all students. The VAAP portfolio AND the VESOL assessments should both be options and criteria for each should be set. I had three students participate in the online VESOL assessments, and it was a very inappropriate form of assessment for one of those students.

Some of the math questions were very poorly written and difficult for my students to even understand what they were expected to do.

I support teaching the concepts in the VESOL's, but for most of my students, grade level VESOL's for math and other content areas are not realistic. I have fifth graders who are working to identify numbers. They certainly cannot do multiplication or division. I almost think there needs to be a VAAP- Lite to meet the needs of my exceptional students. It would be waste of my time and energy to teach kids multiplication when they cannot count yet. We use manipulatives with the kids, but that is not allowed during testing b/c the student would have to move the manipulatives independently. I have students who cannot use their arms or legs, so that is an impossibility. Most parents opt out of the testing b/c even they see it is unrealistic for some of their children. That can be disheartening for some of the families. I focus on teaching the concepts that I think they can comprehend and I can teach in a way that works for their individual needs. Please stop forgetting about this group of children with low incidence disabilities.

none

none

The mathematical expectations don't seem to be in line with neuroscience research for students with severe cognitive disabilities.



I'm really disappointed with the names of students used within the test questions. I have many students in middle school who can read on their own, but they can only read at about a second grade level. During the testing, uncommon names were used, and if a student does not have the read aloud accommodation they are expected to read that name independently. For some of our students, if that's the first word in the sentence and they can't read it, it completely throws off their focus because they can't figure out how to say the name and I can't help them if they don't have read aloud. Some of the questions also asked for information that students would be completely unable to answer if they didn't have background knowledge on the topic. For example, a question asked about another name for a common animal. I would never have taught that during the school year, so if a child had never had exposure to that animal, or been explicitly taught that the animal may have two names, how on earth would our students be able to answer that question? I found that my students were more successful with questions that had both words and picture choices for the answers.

n/a

More materials, please. It is a lot of work and research to find and create or search out materials for the standards for VAAP evidence. Frequent check ins from VAAP coordinators would be helpful to advise whether the collected evidence is appropriate or if changes need to be made.

Some of the VESOLs are way out of reach for a child with a cognitive disability, especially those in higher grade levels. Some of these kids can barely write their first and last name. How in the world are they suppose to understand concepts that are developed for the regular SOL test?

Yes, it is not right to deny a child with a low cognitive level who is working several levels below their same age peers access to the VAAP simply because they have high adaptive skills. Adaptive skills are no help with a fifth grade SOL.

should be optional, portfolios were better

n/a

None at this time

Provide digital resources for standards or a resource database. Provide resources for EACH standard at the appropriate developmental levels (differentiated resources). Take into account the reality of VAAP students' developmental levels. The math standards are significantly difficult and students are not able to access the standards appropriately.

none

N/A

n/a

If we are putting students on an alternative assessment. Why are we asking them to all complete the same test? With the same 35 questions.

N/A

The reading VESOL's are both appropriate and beneficial for our students

The math portion of the VESOL should have more functional life skills such as money. The number of problems that focuses on coordinate planes and slopes should be eliminated based on the functional curriculum.

It would be much more equitable for students with significant cognitive disabilities to return to a COE model for the VAAP assessment for all subjects. Requiring students with severe cognitive disabilities to discern between 3 answer choices, all of which are presented in black and white, and on standards or concepts that may be beyond a student's comprehension is neither equitable nor demonstrative of a student's true knowledge acquired.

Make the VESOL more functional

none

N/A

not all of the VESOLs align with the other grades content. It made teaching difficult when 3rd grade needed to learn something for 3 weeks, but 2nd grade had no standard/objective listed on the VESOL pacing guide.

I feel that the paper tests were very helpful for my students with significant disabilities.

I did not like the perforated text booklet. I did not know if I should tear the pages out or not and it was hard for my student to reach or see the questions on the top side of the booklet.

Students who need the VAAP are often significantly delayed or have difficulties with memory retention. Standardized assessments, no matter how modified, are not appropriate. Each student is working on modified curriculum to meet their IEP goals. That is how progress should be determined for these students.

Having a VAAP curriculum with lessons and resources would be great for use in self-contained settings to prepare students ahead of giving the assessment.

N/A

Consider having fewer questions. 30 questions is too many for students with severe special needs.

The VAAP testing questions are completely inappropriate for the majority of my students with severe cognitive disabilities. Most of my parents opted their children out of this testing.

Including accommodations for students with visual impairments (i.e. color response cards, high-contrast picture response cards)

Please only print on the right side of the book. Students had a hard time with two questions being visible. Flipping the book became distracting. Please make it so there is only one question visible with a blank page facing it. Thank you!

Put history online like the other tests

N/A

Get rid of the coordinates and plotting a point on a graph.

None at this time.

None at this time.

Feel the VAAP is unnecessary.

None

The reading and science were very appropriate for students with significant disabilities. The math section was not appropriate.

This test is for students with a cognitive disability. There seemed to be a GREAT amount of emphasis placed on input/output tables for math questions.

releasing the grading material and how students are being scored would be very helpful in getting parents to understand the validity of this test.

No

The "non-binder" version of the VAAP was easier on the students and the staff

I don't believe is for all students. Students that are trying to communicate their very basic needs such as "I have a pain", "I don't feel well", "My diaper is dirty", "I am hungry", should not have to take a test that requires them to answer questions about photosynthesis, and gravity.

Students with significant cognitive disabilities should not be expected to take the vaap. Educational time would be better used teaching communication and life skills

Teachers should be able to model using the manipulatives for math, that is how we teach it. None of my students are able to ask for manipulatives and use them accurately.

None

It is much better than I expected it to be. I still prefer the portfolio, but I realize that cannot be restored.

Simplify everything and do not try to make everything so complicated.

Online assessment is a true reflection of mastery. This format is assessing student's ability to take a test not skills

The VAAP assessment uses grade level VESOL standards to assess the student's ability; however, my students are off grade level. I have 5th-grade students that need help to complete kindergarten-level work. The assessment does not accurately demonstrate their ability because they need help understanding what the question is asking.

The TTAC VAAP conference should happen earlier in the school year.

Weekly pacing guide - please

The math is very hard for our students and involves higher level thinking skills. The multi-step processes of interpreting the question, getting the needed math aids, working out the problem, finding the correct answer, indicating their response, involve too many steps for students to truly show their knowledge. If there was a way to show their knowledge with also showing what prompt level is used could better assess their abilities. Access to the general curriculum is needed, but these skills and standards are way too hard for my students. The math test is extremely hard and should be revised with less multi-step questions.

None

It appeared the answer C was more than 33% of the time the correct answer. With three answers I would have expected A-B-C to be close to the correct answer 1/3 of the time. With many students, the last answer read is the answer they select. It doesn't matter what the answer is, it is the last answer so they choose it. If C is disproportionately the correct answer then the results of the testing would be skewed.

Videos demonstrating techniques, strategies, lesson ideas, etc.

For an assessment that is built for students on an adaptive curriculum, this test is very subjective. I have students that are on polar opposite sides of the complexity continuum. For my students that have minimal interaction in responses, a multiple choice assessment does not show their true understanding of the material. The portfolios were a much better representation of their knowledge.

Understanding that students with cognitive disabilities sometimes have difficulty understanding what is expected of them.

There needs to be resources for the VESOL curriculum that teachers can use with their students. It's very hard to find resources that look like they are for high schoolers and teachers do not have the time to make resources from scratch.

None

I think that the science should hold more things that interest the students. At the high school level a lot of them did not have a clear understanding of things taught in lower grades. I think there needs to be a greater variety as in general ed.

Expecting students who fall in the very low IQ range are expected to add multiple coins, find points on a grid, and add various denominations of money is challenging for the student and frustrating for the parents who are assisting their students at home. Please reconsider some of the questions on the test when thinking about the pool of students required to be assessed.

none

Support for students in the 2%

I would love to see the VESOL/VAAP grade standards done in a way that shows how the different grade standards may line up or cross over as teachers are teaching multiple grades in one class (kg-5, 3rd-5, 6-8th, 9-12th). It would help teachers create lessons appropriate for each grade level and not miss anything. At the moment standards are only shown per grade, as if teachers only teach one grade. However, special education teachers do not work with one grade at a time as general education teachers do.

Please update TTAC links to lessons that used to be available. Since the December change over, many links have become unavailable.

n/a

Think about the MD students at the High School level, none of the subjects matter at all to them. Parents are not interested, and it takes way too much time to teach them when to hit a switch or reach for a picture that holds no meaning. I have much more important things to work through in a day than teach fractions to a 6mo old.

Restructure the goals used for this assessment. Functional goals are much more appropriate for this population. They are excused from taking SOL's because it isn't appropriate for them to sit at a computer to take a test, but now severely low students are having to demonstrate knowledge of information far beyond their grasp in an online setting.

The only problem encountered were those who stated they participated in VDOE and in-house trainings, but still did not follow the correct procedure. This is only a fault of negligence/distraction, not VDOE's preparedness.

None

The TTAC page was extremely overwhelming to look at and follow. I had difficulty following the information because it was hard to find and overwhelmed following the general curriculum for some students in class and trying to get the VAAP information as well was extremely overwhelming. I really wanted to stay in this field but the work load was too overwhelming that I am changing disabilities.

Will there be testing cover sheets to implement in binders for Writing for 8th graders and Civic/Economics for the 7th graders?

Have paper tests that are flipbooks, instead of front and back.

I don't find TTAC helpful because it just sends a bunch of links out now. I have yet to see easily accessible resources from their digital collection.

I felt some of the questions on math were very wordy and confusing for my students

I teach students with profound intellectual & physical disabilities; their cognitive age equivalencies are less than 36 months. I provide instruction in the VESOLs but they are unable to master the skills and concepts. Some of them can engage in the process of the VAAP but others are unable to respond in any way to the test. However, a developmental assessment that I also do with them does show their growth and provide useful information for their IEPs. The developmental assessment is much more appropriate than the VESOLs & VAAP for students with profound disabilities.

The idea that our students with individualized education plans can be properly assessed using a standardized test is absurd.

I think there was a disconnect from the ASOL to the VESOL - How do you teach a class based on individual goals (and at their own levels) to giving a computerized standardized test?

None

Stop these tests. They are not appropriate for our students. Ask and use materials like the Brigance to see where these students are.

NA

N/A

Math seems to be the most difficult for my students. They have a harder time retaining the information.

I understand that we do not have input on some of the standards but the level of complexity of the math especially is far beyond what my students are able to access.

None at this time.

Did not feel the test was a good assessment of student knowledge.

The math section has very little practical application to our student's functional skills or life skills they will ever use in their lives. It takes a lot of time away from working toward student's functional skills.

Also, it is very difficult to administer to students who you know will always choose the last option even though you know very well that they know the correct answer.

GO back to binders. Online test is ridiculous

1. Provide more accommodations specific to students (Picture choices, two choices, not reading responses, etc.)
2. Differentiate the test (standardized does not work) for each subject (ex. different levels) For example, students functioning higher academically should take a different test than students with significant impairments. Not the same test for a particular content area.

Additional accommodations should be offered, such as reading the questions and pointing to answer choices rather than having to read aloud everything on the test. For some students all questions should offer picture choices.

PROVIDE US WITH INSTRUCTIONAL MATERIALS: lesson plans, digital assignments, printable worksheets, videos, activities -- NOT just TTAC and practice tests. this is NOT how all kids learn.

none

None

Just need materials in order to teach the VESOLs.

I feel like the VAAP should be a computer adaptive test like the SOL's are; on the SOL's the students have a computer that can tell if the questions are getting too hard, and that's an advantage our students with cognitive disabilities do not have access to right now.

Students have such varying abilities in my class that the standardized VAAP assessment does not meet the needs of each learner.

none

For MS and HS students, it may be helpful to include more academic "life skills". Sometimes I feel like I am teaching two separate curriculums, one for the VAAP and one for what they need as MS and HS students. Suggestions for curriculums that are helpful.

Some of the test items for students with significant ID are beyond the scope of the students' ability.

I love that it is now a testing book for our students in place of collection of evidence. I believe that you get a better and truer assessment on our students testing this way.

making the tests more relevant to my students. my students work on social skills and how to become a productive part of society.

It is disheartening that we have moved from evidence based assessment to a standardized test for students who are learning on an adapted curriculum. We differentiate all of their instruction to each, individual need, then proceed to sit them down and give them all the same exact test (if they're in the same grade).

Some standards are not appropriate for our learners. Something such as equivalent expressions is not appropriate for a student who cannot tell time or identify coins.

BA

These assessments should be more life skills based for students who need significant support and are not able to access the more difficult topics. I have a student who is learning how to feed himself independently and identify his own name, while he is also expected to learn the formula for volume and line plots. This is very frustrating.

NA

During presentations use high school level examples. Most (usually all) of the examples used are for elementary grades.

Although the VESOL's are more accessible to my students than the ASOL's, I still wish they were more functional and meet the needs of my students who have the most significant cognitive deficits. I was part of the team that helped determine appropriateness for reading VESOL's and the team worked hard to make those accessible. The math and science still seem so difficult for my students and history is extremely difficult.

N/A

If the complexity continuum is utilized and every child has extremely diverse needs, the test should reflect that and there should be more than one version of the test depending on the child (if it is going to be in the same online assessment format). In my opinion, if administered virtually the test should be computer adaptive and adjust the content according to student response, providing a more accurate representation of the knowledge of the student.

N/A

The Math VAAP is way too difficult for my students.

Some of the standards should reflect daily living skills

The test does not accurately show students knowledge. These students guess and just select an answer. They are not students who need to be put in front of an exam- that's why they are adapted and not taking SOLs

Why are there test items particularly in math that are not related to functional curriculum...slope, scatter, plots, graphing with x/y points. Why are the middle school math tests harder than the high school. I am literally teaching something because they will see it on the test which takes time away from goal instruction and social interaction which is more important than knowing if slope is positive or negative, can't remember by numbers, but hey let me calculate slope for you.

N/A

None

The questions were very difficult for my students this year.

I think that with the shortage of teachers and traumatized students from the Pandemic 1 subject should have been introduce each year.

None are needed at this time.

Please consider students who may require less verbal information or may prefer matching or other ways of demonstrating their knowledge (IE: receptive vs expressive ability)

NONE

none

Ask teachers what these kiddos need to know to be more successful going into the real world. I feel the Math VESOLS miss the mark.

This would be fine if we knew specifics on what was on test so we could craft lessons around that.

It would be nice for the examiners booklet to be more explicit in what can and can not be read to the student. Some items have "I will read it to you" and some have "for you to read" while others have nothing.

Better options for us to show student success besides putting a test in front of them, especially for students with TBIs and other disabilities that make it difficult to remember information over a long period of time.

Some math questions were too advanced for the student's level, for example, the multiplication and fraction problems on the third and fourth-grade Math VAAPs. When testing students with severe cognitive disabilities, it is difficult for the student to demonstrate their knowledge in a meaningful manner.

Some of the math questions were too advanced for their level. For example, the multiplication and fraction problems that were asked on the 3rd and 4th grade VAAP.

When testing students with severe cognitive disabilities it is difficult for the student to demonstrate their knowledge in a meaningful manner.

None at this time

Remove questions that have answers that are similar.

None

none

It all be moved to online.

The tests seem accessible for my class, but may not be accessible for all students with significant cognitive disabilities (for example, students who do not yet have number sense).

Some of the reading, and much of the math, is too advanced for severely disabled students.

None

No module information sessions, they were not really informative.

Guidelines for school systems on the types of instructional resources they should have available for teachers.

The Social Studies binder VAAPs for 4th grade should be eliminated

provide more practice items

N/A

The math skills are not related to life skills for these students with significant cognitive impairments. Skills should be more aligned to functional life skills

In my opinion, the math VESOLs are unrealistic for all of my students. Their IEP goals are focused on much lower math concepts, such as numeral recognition, 1:1 correspondence, large vs. small objects, and sorting by size, shape, and color. The algebraic concepts are just not there for our class. Function tables are also unrealistic for them. My students were most successful with the real life application math (i.e. money, time, graphs) than anything.

More training and support for non-verbal students and alternative responses during testing.

The VESOL is not appropriate for these students.

VDOE should consider changing back their test format to a collection of work instead of a test. This test is not appropriate and does not include the abilities of all their learners.

The reading VESOL is set up well and the goals are reasonable. However, the math VESOL has content that not even some general ed students can master. Math expectations are unreasonable for students at this ability level. Alternatively, the science VESOL is done on an extremely low level, the polar opposite of the math expectations.

I feel the VAAP does not meet the needs for all students. It was very easy for some and very difficult for others. I feel the science, especially, was not challenging for my current students at all. The math, especially 7th grade is too difficult for the majority of my students.

Tremendous improvement over portfolio collections of evidence.

None

NA

While having no direct curriculum in special education is optimal as it allows for modifications to our daily schedule to meet the set needs for the student. However, just giving a pacing guide will allow special education teacher to game plan.

None

n/a

Have a testing kit ready (more like the alternate ACCESS for ELs test), with more visuals to be used as needed, or specific descriptions of visuals/materials that are allowed for each question.

The math is REALLY hard I would like more resources to help teach math for 7th and 8th grade

NA



N/A

History VESOL online

None

VESOL should be in color and should be tiered like student instruction for students with severe disabilities. When will Social Studies and Writing be converted to VESOL?

There should be other options for students who cannot demonstrate knowledge through this computerized program.

The math test is inappropriate for my students with significant intellectual disabilities. My students don't even understand the concept of "one" or more and less. They have no numeracy understanding. Their answers will be guesses.

More practice tests from the past VAAP like the VDOE does for SOL.

results

The VAAP has never been an effective measure of our students' functional needs. The outlined curriculum topics assists in my creating instruction that I use to encourage learning new things, promoting general organizational and study skills, demonstrating prior knowledge, setting up communication and hands on experiences and having fun while learning! Our students' progress is measured using their individual goals.

There should be a modified curriculum specifically for low incidence students in the academic areas of science and social studies

I still am not sure as to why you are having our students with cognitive disabilities complete a test when they should be learning more functional skills, vocational skills, recreational skills instead of test taking skills. Our county does not offer anything for our students and the director does not fight for our kids. Some students are capable of taking the test, but honestly, the questions being asked have no value for our kids to be successful in today's world!!!

There needs to be 2 levels of vaap. It is too easy for my higher level group but they aren't able to do the sols

Lower the math objectives for students with Intellectual Disabilities. Some students are functioning on pre-kindergarten and kindergarten levels.

If our students are required to take a state assessment just like their general education peers, I feel that their diploma should carry meaning just as their general education peers' diplomas do. While I understand that items are modified; however, they are working hard and putting forth a lot of effort so their diploma should mean more than just a piece of paper that carries nothing to it. I think it is a disservice to our students.

i like it better than the old binders

With the SOL there are growth scores and there is feedback after the test for retesting with category break downs of the questions on how students did. Our VAAP set up does not have this only the passing or failing scores. We also only get these scores after students leave. This would help us see the areas that our students struggled with during the test and better inform our instruction after the test.

Please coordinate

The VESOL are still too complex for our students. Please consider the population we are educating. We have so many other demands besides reading, math, and science that must be attended to (toileting, feeding, communication, medical issues, etc). These students need better than the VESOL and VAAP. They just are not appropriate for the needs of the students.

None

More practice items to help prepare students

N/A

None

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