Virginia Assessment Program (VAP) Test Monitoring

Spring 2023 Test Administration

February 28, 2023

VIRGINIA DEPARTMENT OF EDUCATION

PURPOSE

This webinar will introduce Virginia's Spring 2023 Monitoring Plan to address Every Student Succeeds Acts (ESSA) requirements under Peer Review to monitor state assessments.

Discussion topics include:

- Assessment Peer Review Overview
- Spring 2023 Monitoring Plan
    - VDOE Responsibilities
    - DDOT and/or Designee Responsibilities
- Test Administration Monitoring Checklists
- Questions and Answers

- Assessment Peer Review is a United States Department of Education (USDOE) process designed to help states meet the regulatory requirements of the Title I Every Student Succeeds Act (ESSA) for federally required assessments.

- It is an evidence-based process conducted by national experts in standards and assessment.

U.S. Department of Education, Office of Elementary and Secondary Education. (2018). *A state's guide to the U. S. Department of Education's assessment peer review process.* www2.ed.gov

- Assessments that must be reviewed include:
    - General Mathematics and Reading/Language Arts assessments (SOL tests for grades 3-8 and high school) for grades 3-8 and high school.
    - General Science assessments (SOL tests for grades 5, 8, and high school) administered once in grade bands 3-5, 6-9 and 10-12.
    - Alternate assessments for students with the most significant cognitive disabilities in the same content areas, grades, and grade bands as described above.
    - English Language Proficiency (ELP) assessments (ACCESS for ELLs) for grades K-12.
    - Alternate ELP assessments (Alternate ACCESS for ELLs) for English Learners with the most significant cognitive disabilities.

U.S. Department of Education, Office of Elementary and Secondary Education. (2018). *A state's guide to the U. S. Department of Education's assessment peer review process.* www2.ed.gov

- Each state must submit evidence that demonstrates its assessment system meets established criteria called critical elements.

- While there are many critical elements, three will be addressed in this webinar

  - Critical Element 2.4: Monitoring Test Administration

  - Critical Element 2.5: Test Security

  - Critical Element 5.4: Monitoring Test Administration for Special Populations

- Evidence provided on these three elements will show that Virginia assessments are fair and secure, and scores are accurate, valid, and reliable.

WHAT IS THE ASSESSMENT PEER REVIEW PROCESS?

- State submits evidence to USDOE.

- Peer reviewers work in teams to determine the degree to which evidence addresses each of the critical elements.

- Peer reviewers report their evaluations to the Assistant Secretary for Elementary and Secondary Education.

- The Assistant Secretary provides formal feedback to the State Superintendent.

U.S. Department of Education, Office of Elementary and Secondary Education. (2018). *A state's guide to the U. S. Department of Education's assessment peer review process.* www2.ed.gov

Spring 2023 Monitoring Plan

Virginia Assessment Program (VAP)

Monitoring Requirements

- As part of the peer review process that states must participate in as a requirement of the Every Student Succeeds Act, each state must submit evidence that it "adequately monitors the administration of its State assessments to ensure that standardized test administration procedures are implemented with fidelity across districts and schools.

- Monitoring of test administration should be demonstrated for all assessments in the State system…." For Virginia, the state assessment system includes the Standards of Learning (SOL) tests, Virginia Alternate Assessment Program (VAAP) tests, the ACCESS for ELLs test, and the Alternate ACCESS for ELLs test.

- Accordingly, Virginia's monitoring plan includes each of these assessment programs and is composed of division responsibilities and activities and Virginia Department of Education (VDOE) responsibilities and activities.

NOTE: *Based on the information collected and the feedback from USDOE, this plan may be revised in subsequent test administrations.*

VDOE WILL:

- Provide divisions with monitoring checklists for VAAP, SOL, and ELP (ACCESS for ELLs and Alternate ACCESS for ELLs) test administrations that are aligned to test administration policies and procedures sent with Testing Memo No. 1567 and posted on the DDOT page.

- Provide information to divisions on retention of completed checklists.

- Request submission of a sample of monitoring checklists and supporting documents completed by selected divisions for internal review.

VDOE Will (continued):

- Conduct onsite monitoring visits for SOL, VAAP, or ELP test administrations to selected divisions using monitoring checklists.
  - Divisions will be selected for onsite monitoring visits using a regional sampling strategy.
  - All eight superintendent's regions will be considered for an onsite visit.
  - Onsite monitoring does not replace the three division-led monitoring observations.
- Coordinate the onsite monitoring visits with the DDOT.
- Submit monitoring plan to USDOE as a component of Peer Review.

DDOT or Designee Will:

- Select an elementary school, a middle school, and a high school to be monitored in spring 2023.

- Select monitors who are trained in test administration and test security.
  - As a best practice, monitors should not monitor schools where they have direct involvement with test administration.
  - Monitors can include, but are not limited to, School Test Coordinators (STCs) from a different school, staff from the special education office, etc.

- Ensure that monitoring occurs for the administration of at least one VAAP test session, one SOL test session, and one ELP (ACCESS for ELLs or Alternate ACCESS for ELLs) test session using the checklists provided by the Office of Student Assessment.
  - SOL test sessions must include Mathematics, Reading, or Grades 5 or 8 Science, or Biology.
  - Sessions can be online or paper test administrations.

DDOT or Designee Will (continued):

- Ensure that monitoring checklists and any related documents are maintained locally in the office of the DDOT.

- Retain checklists and supporting documentation according to <u>General Schedule No. GS-21</u> Series Number 000233, Examination Records: Standardized Test Development and Implementation Documentation.

- Submit monitoring checklists to the Office of Student Assessment if requested.

- Work closely with VDOE staff to coordinate monitoring visits if contacted.

TEST ADMINISTRATION MONITORING CHECKLISTS

Virginia Assessment Program (VAP)

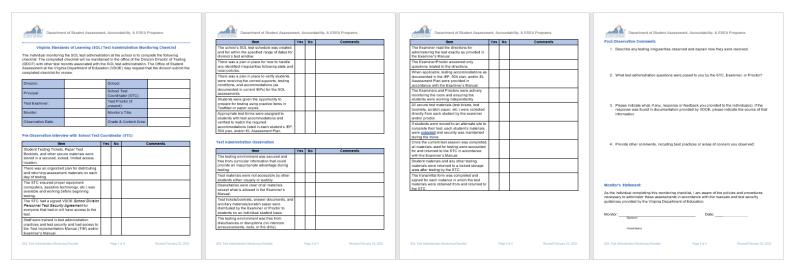# Spring 2023 Monitoring Checklists Requirements

- The division must complete a <u>minimum</u> of three monitoring checklists. One for each program:
  - English Language Proficiency (ELP) Assessment Administration (ACCESS for ELLs and Alternate ACCESS for ELLs)
  - Standards of Learning (SOL) Test Administration
  - Virginia Alternate Assessment Program (VAAP) Test Administration

- The DDOT or designee will select one elementary, one middle, and one high school to conduct a monitoring review.
  - Multi-division Online Providers (MOPs) and Quad 8 schools (outplaced facilities) may be selected.

COMPLETE THREE CHECKLISTS TOTAL

- Divisions can complete more than three checklists, but only three are required.

- For example, a division:
  - Completed a VAAP checklist for a 5th grade Reading VAAP test at Judson Elementary.
  - Completed an SOL checklist for an online grade 8 Mathematics test session at Carson Middle School.
  - Completed a ELP checklist for administering the Speaking component of the ACCESS for ELs test to 11th graders at Susbury High School.

- All three levels are represented.

- Checklists were completed for all three programs.

MONITORING CHECKLISTS

- The checklists contain the following sections:
  - Demographic Information
  - Pre-Observation Interview with School Test Coordinator (STC)
  - Test Administration Observation
  - Post-Observation Comments
  - Monitor's Statement

DEMOGRAPHIC INFORMATION

- The demographic information collected includes:
  - Information about the school (division, principal, and school test coordinator)
  - Information about the Monitor (name and title)
    - The Monitor should not be associated with testing at the school being monitored.
  - Information about the test session observed (Examiner, Proctor, grade level, and content area)

COMPLETING THE CHECKLISTS

Item	Yes	No	Comments
Student Testing Tickets, Paper Test Booklets, and other secure materials were stored in a secured, locked, limited access location.			

- The "Item" column lists the desired outcome as presented in VDOE trainings and testing manuals.

- Mark "Yes" if the item is fully met.

- Mark "No" if the item is not fully met or not met.

- Use the "Comments" column to provide notes or to justify why an item has been marked as "Yes" or "No".
  - If an item is marked "Yes", comments are not required.
  - Indicating "No" to some items may indicate a testing irregularity has occurred and would require the division to submit an irregularity to VDOE.

EXAMPLES FROM CHECKLIST

Item	Yes	No	Comments
Student Testing Tickets, Examiner's Copies, Student Materials, and other secure materials were stored in a secured, locked, limited access location.	X		STC showed where all materials are locked and secured for the tests. She explained that only she and the principal have a key to access locked storage.
There was an organized plan for distributing and returning assessment materials on each day of testing.		X	STC was unable to provide evidence that Examiners and Proctors were aware of when and how to check out materials. She was able to explain her expectation for check in and check out of materials, but this had not been shared with staff.

PRE-OBSERVATION INTERVIEW WITH STC: TESTING MATERIALS

- Secure materials were stored in a secured, locked, limited access location.
  - Secure materials may include but are not limited to: test tickets, testing devices, test booklets, answer documents, all used and unused scratch paper, used formula sheets, audio/video recordings, etc.
  - During the interview with the STC, evidence of where materials are stored and how they are secured should be discussed.
- There was an organized plan for distributing and returning assessment materials after each test session concludes.
  - Discuss the process the STC uses with Examiners and Proctors for materials distribution.
  - Did the school use the Testing Ticket Transmittal Form and Affidavit for Examiners/Proctors or locally created forms?
- STC ensured proper equipment (computers, assistive technology, etc.) was available and working before beginning testing.

Pre-Observation Interview with STC: Test Security

- STC had signed Test Security Agreements for everyone that had access to the test.
- Staff were trained in test administration practices and test security.
  - Did the school use state provided training materials or locally developed training materials?
- School's test schedule had been created and falls within the division's test window.
- There was a plan in place for how to handle any identified irregularities following state and local policies.
  - Examiners are directed to report any testing irregularity to the designated STC immediately, and STCs are directed to report testing irregularities to the DDOT within 24 hours of their occurrence.
  - Is TIWAS, ELPAIWAS, or some local method used to report irregularities internally before submitting irregularities to VDOE?

Pre-Observation Interview with STC: Accommodations

- There was a plan in place to verify students are receiving the correct supports, testing conditions, and accommodations for testing.

- Appropriate test forms had been assigned to students with test accommodations and verified to match the required accommodations listed in each student's IEP, 504 plan, and/or EL Assessment Plan.

  - Did the school have a review process to determine if students were assigned the proper forms and provided appropriate accommodations? For example:

    - The school reviewed the test tickets to check for audio or read-aloud icons; and

    - Staff ran a report to see if the proper students were assigned the PNP Calculator.

  - Do case managers work with the STC to ensure students receive the appropriate testing accommodations?

- The testing environment was secured and free from curricular information that could provide an inappropriate advantage.
  - As appropriate for the specific test administration, Examiners removed from the testing site or covered all curricular materials and materials related to test content and test-taking strategies that might influence student performance or provide an unfair advantage.
  - These materials included: maps, timelines, graphic organizers, charts, posters, projections, computer programs, textbooks, dry-erase board displays, chalkboard displays, and bulletin board displays.
- The room was arranged in such a manner so that test materials were not accessible by other students either visually or audibly.
  - Crowding was minimized.
  - Seating was arranged in such a way that it discouraged students from copying or viewing one another's work.

- Student work areas were clear of all materials except what was permitted for that assessment.

  - Students did not have access to cell phones or any other unauthorized device.

  - Unauthorized materials included: cell phones, any electronic device, dictionaries (when not approved), class notes, course content review materials, test taking strategy reminders, notes, textbooks and other curriculum materials, "cheat sheets," extra highlighters, non-school issued scratch paper, fidget items, reading material, or toys.

- Test materials were distributed by the Examiner or Proctor to students on an individual basis.

Test Administration Observation: During Testing (1 OF 2)

- The testing environment was free from disturbances or disruptions.

- The Examiner read the directions for administering the test exactly as provided in the manual.

- Questions from students were answered appropriately.
  - If a student asked a question about a test item during the test, the student was told, "Read it carefully and choose the best answer."
  - Help was not given on specific test items and no clues were given about the correctness of a student's answer to a particular item.

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- If applicable, testing accommodations were provided appropriately.

- Examiners and Proctors were actively monitoring the room and ensuring the students were working independently.

  - Examiners/Proctors monitored the testing process by moving as unobtrusively as possible about the room.

  - Examiners/Proctors did not engage in other activities that would interfere with monitoring.

    - Such activities included, but are not limited to, reading, grading papers, using electronic devices, etc.

  - Students were not left unattended for any length of time.

- All secure test materials were collected directly from each student by the Examiner and/or Proctor.

- If students were moved to an alternate site to complete their test, each student's materials were collected, and security was maintained during the move.
  - Students were monitored during the move to prevent discussion of the test or course content, in any way with anyone, and to prevent student access to any educational materials and phones/electronic devices, and each student's materials were returned before testing resumed.

- Once the test session was completed, all materials used for testing were accounted for and returned to the STC.

TEST ADMINISTRATION OBSERVATION: AFTER TESTING

- Student materials and Examiner copies and any other testing materials were returned to a locked storage area after testing by the STC.

- A transmittal form was completed and signed for each instance in which the test materials were obtained from and returned to the STC.

POST-OBSERVATION COMMENTS

- Describe any testing irregularities observed and explain how they were handled.

- What test administration questions were posed to you by the STC, Examiner, or Proctor?

- Please indicate what, if any, response or feedback you provided to the individual(s).
  - If the response was found in documentation provided by VDOE, please indicate the source of that information.

- Other comments, including best practices or areas of concern observed.

Questions and Answers

Virginia Assessment Program (VAP)

QUESTION 1

- Which tests are required for monitoring for spring 2023?
  - Monitoring should include those tests and grade levels which are required under ESSA (including SOL tests for grades 3-8 and End-of-Course Mathematics and Reading, Grades 5 and 8 Science, and Biology).
  - Though divisions may wish to observe all assessments administered during the year, the following assessments are not federally required and should not be used to fulfill this monitoring requirement:
    - Growth Assessments
    - Content Specific History and End-of-Course History/Social Science SOL
    - EOC Chemistry and/or EOC Earth Science
    - Writing SOL
    - Local Alternative Assessments
    - Performance Assessments
    - Collections of evidence using ASOL for History/Social Science or Writing
    - WIDA screeners

QUESTION 2

- What do we do if the ELP Test Administration (ACCESS and Alternate ACCESS for ELLs) testing window is already closed?
  - All divisions are required to complete at least three checklists during spring 2023.
  - If the ELP Test Administration window is closed for the division, the division should complete an additional VAAP or SOL checklist so that there is a checklist for elementary, middle, and high school.

QUESTION 3

- What will VDOE be looking for when checklists are reviewed?
  - VDOE will review checklists to ensure an elementary, middle, and high school were monitored.
  - VDOE will review checklists to ensure SOL, VAAP, and ELP Assessments were monitored.
  - VDOE will be reviewing checklists, including the item comments and post-observation comments, to determine if the test session observed was administered in accordance with assessment policies and procedures.

- Collectively the checklists provide evidence that Virginia's state-wide assessments were implemented with fidelity across schools and divisions.

QUESTION 4

- What type of supporting documentation may VDOE request following a review of the checklists?

    - Supporting documents if requested will be determined by the VDOE reviewers, but may include, but is not limited to copies of:

        o Test Security Agreements

        o Student Test Plans

        o Excerpts from IEPs documenting test accommodations

        o Copies of Transmittal forms

        o Documents to verify attendance at test administration training

QUESTION 5

- What will be involved in onsite monitoring visits?
  - VDOE staff will travel to selected divisions across the Commonwealth to observe and complete monitoring checklists for SOL tests, VAAP tests, the ACCESS for ELLs test, and the Alternate ACCESS for ELLs test for the federally identified content areas and grade bands.
  - VDOE staff will work closely with the DDOT in selected divisions to determine the schools selected and the dates/times of the visits.

QUESTION 6

- If irregularities occur while monitoring, how should they be handled?
  - A testing irregularity is any occurrence during a test administration that meets one or more of the following criteria:
    - inappropriately influences student performance
    - inappropriately influences the reporting of student performance
    - constitutes a breach in test security
    - results in the improper implementation of mandatory student testing
  - Should an irregularity occur while monitoring testing, provide some time for the Examiner or Proctor to address the situation.
    - If the irregularity is not noticed or addressed, as the monitor, you will need to address the irregularity.
    - Report the irregularity to the STC to handle through the irregularity reporting process.

QUESTIONS

- Please contact the Office of Student Assessment at:
  - Student_Assessment@doe.virginia.gov
  - (804) 225-2102