| **Virginia Board of Education Agenda Item** | **Seal of the Commonwealth of Virginia** |
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# Agenda Item: F

## Date: November 15, 2018

### Title: First Review of Revised *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020*

#### Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent of Student Assessment and School Improvement

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## Purpose of Presentation:

Action required by state or federal law or regulation.

## Executive Summary:

The *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020,* presented in Attachment A, provide a revised timeline for the implementation of local performance assessments for: grade 3 history, grade 3 science, grade 5 writing, United States History to 1865, and United States History: 1865 to the Present. The updated guidelines clarify the expectation that divisions continue the implementation of performance assessments, emphasizing the use of 1) the *Virginia Quality Criteria Tool for Performance Assessments* and 2) the common rubrics developed by the Virginia Department of Education (VDOE) to achieve consistent expectations for Virginia students.

These guidelines align with Priority 3 of the Board of Education’s Comprehensive Plan: “Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Standards of Accreditation*.”

Approval of these guidelines will support the goal to “review and identify best practices and promising approaches that would benefit local school divisions.”

## Action Requested:

Action will be requested at a future meeting. Specify anticipated date below:

January 24, 2019

## Superintendent’s Recommendation: The Superintendent of Public Instruction recommends the Board of Education receive for first review the revised *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020*.

## **Background Information and Statutory Authority:**

The 2014 Acts of Assembly eliminated the following Standards of Learning (SOL) assessments: Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865, and United States History: 1865 to the Present. In addition, the legislation requires school divisions to administer alternative assessments, consistent with Virginia Board of Education guidelines, to students in grades three through eight in each subject area in which SOL assessments were eliminated by the legislation. Specifically, the *Code* now states:

“Be it enacted by the General Assembly of Virginia that §22.1-253.13:3 of the Code of Virginia is amended as follows: “Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.”

On September 18, 2014, the Board approved “Local Alternative Assessment Guidelines Developed in Response to 2014 Acts of Assembly.” Recognizing that the legislation instituted an immediate deadline to implement the local assessments, these guidelines for the 2014-2015 academic year provided school divisions with considerable flexibility.

Following the approval of these guidelines, the Virginia Department of Education (VDOE) provided support for the development and implementation of performance assessments to school divisions. Grants supporting professional development were provided to the eight Superintendent’s Regions during the 2014-2015 and 2015-2016 school years. Further, during the 2015-2016 school year, school division representatives partnered with the College of William and Mary to develop the “[Framework for Local Alternative Assessment Implementation](http://www.doe.virginia.gov/testing/local_assessments/framework-for-laa-implementation.pdf)” to assist school divisions in evaluating their progress in moving toward the use of performance assessments.

On October 27, 2016, the Virginia Board of Education adopted the “[Local Alternative Assessment Guidelines for 2016-2017 through 2018-2019](http://www.doe.virginia.gov/testing/local_assessments/guidelines_for_local_alternative_assessments-2016-2019.pdf)” to clarify the expectation that school divisions were to demonstrate progress in moving toward the use of performance assessments in their schools. During the 2016-2017 school year, school divisions used the “Framework for Local Alternative Assessment Implementation” to assess their progress in the implementation of such assessments and reported their status on the continuum to the Department of Education.

During the 2017-2018 school year, VDOE provided the “[Virginia Quality Criteria Tool for Performance Assessments](http://www.doe.virginia.gov/testing/local_assessments/performance-based/qual-criteria-tool-01-18.docx)” to school divisions to use in determining quality and consistency of performance assessments used with students. The VDOE and the Virginia Association of School Superintendents co-sponsored a workshop in March 2018 to develop deeper understanding of the development and use of performance assessments. Finally, in May and June 2018, the Department convened four regional two-day events focusing on the *Virginia Quality Criteria Tool for Performance Assessments* and the use ofstate-developed of rubrics for scoring. These regional events were funded by a grant from the William and Flora Hewlett Foundation and supported by Jobs for the Future and Envision Learning, formerly the Stanford Center for Assessment, Language and Equity (SCALE).

## Previous Review or Action:

Previous review and action. Specify date and action taken below:

Date: October 27, 2016

Action: Board of Education approved “[Local Alternative Assessment Guidelines for 2016-2017 through 2018-2019](http://www.doe.virginia.gov/testing/local_assessments/guidelines_for_local_alternative_assessments-2016-2019.pdf).”

## **Timetable for Further Review/Action:**

The Board will be asked to approve the *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020* at the January 24, 2019 meeting.

## Impact on Fiscal and Human Resources:

Any costs associated with the implementation of the guidelines to VDOE will be covered by existing funds. The cost to school divisions is indeterminate.

## Proposed *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020*

November 15, 2018

## Purpose of the Guidelines

The *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020* replace the *Local Alternative Assessment Guidelines for 2016-2017 through 2018-2019* adopted by the Board in September 2016. The updated guidelines clarify the expectation that divisions are to continue the implementation of performance assessments, emphasizing the use of the [*Virginia Quality Criteria Tool for Performance Assessments*](http://www.doe.virginia.gov/testing/local_assessments/performance-based/qual-criteria-tool-01-18.docx) and common rubrics developed by the Virginia Department of Education (VDOE) to achieve consistent expectations for Virginia students. This document provides guidance for local alternative assessments in non-verified credit courses in which Standards of Learning tests were eliminated by the General Assembly in 2014. [*Guidelines for the Use of Local Performance Assessment to Award Verified Credits in Writing*](http://www.doe.virginia.gov/boe/meetings/2018/09-sep/item-h.docx), adopted by the Board on September 20, 2018, and announced in [Superintendent’s Memo #266-18](http://www.doe.virginia.gov/administrators/superintendents_memos/2018/267-18.docx) provide guidance to school divisions that choose to administer local performance assessments to students to verify credits in writing.

## Background Information

Legislation in the 2014 General Assembly amended § 22.1-253.13:3.C of the Code of Virginia to eliminate the following state-developed Standards of Learning (SOL) tests and replace them with locally developed alternative assessments:

* Grade 3 History,
* Grade 3 Science,
* Grade 5 Writing,
* United States History to 1865, and
* United States History: 1865 to the Present.

In addition to replacing these SOL tests, the legislation also required each local school board to annually certify that it had provided instruction and administered an alternative assessment, consistent with Virginia Board of Education guidelines, to students in grades three through eight in each SOL subject area in which the SOL assessment was eliminated. Specifically, the Code now states:

*Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.*

## Certification That Content Has Been Taught and Assessments Administered

Local school boards and division superintendents will continue to certify through the annual Standards of Quality (SOQ) compliance assurance that instruction has been provided and local alternative assessments measuring the Standards of Learning (SOL) and adhering to the Board’s guidelines administered in the following subject areas:

* Grade 3 History,
* Grade 3 Science,
* Grade 5 Writing,
* United States History to 1865, and
* United States History: 1865 to the Present.

## Definition of Authentic Performance Assessments

Performance assessments generally require students to perform a task or create a product that is typically scored using a rubric. Authentic performance assessments often include tasks that mirror those that might occur in a “real-life” situation and/or are authentic to the academic discipline. It is up to the local school division to determine whether a performance task is authentic.

## Timeline for Implementation of Performance Assessments

While some divisions have successfully implemented all the steps listed in previous guidelines, other divisions are not yet ready for full implementation. Divisions should continue to progress toward implementation of performance assessments as part of a balanced assessment system in courses where the SOL tests were replaced with local assessments.

The timeline for implementation approved by the Board in September 2016 and communicated in [Superintendent’s Memo #284-16](http://www.doe.virginia.gov/administrators/superintendents_memos/2016/284-16.shtml) has been adjusted to allow time for all divisions to implement performance assessments utilizing resources developed by VDOE staff. The resources are designed to ensure consistency across the Commonwealth and to support divisions in the implementation of performance assessments. School divisions are expected to use the [*Virginia Quality Criteria Tool for Performance Assessments*](http://www.doe.virginia.gov/testing/local_assessments/performance-based/qual-criteria-tool-01-18.docx) to determine the quality of tasks during development and revision. Common rubrics that provide consistent expectations for student achievement are being developed by VDOE staff, and school divisions are expected to use these rubrics when evaluating student responses to locally developed performance assessments.

##### Expectations for 2018-2019

For the 2018-2019 school year and beyond, school divisions are expected to use the [*Virginia Quality Criteria Tool for Performance Assessments*](http://www.doe.virginia.gov/testing/local_assessments/performance-based/qual-criteria-tool-01-18.docx) to ensure that students have access to quality tasks. Each locally developed performance assessment should be evaluated by the local school division using this tool and necessary modifications should be implemented prior to continued use with students. Additionally, school divisions are encouraged to begin using the common rubrics developed by the VDOE with performance assessments in classrooms where an SOL assessment has been replaced (Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865, and United States History: 1865 to the Present).

##### Expectations for 2019-2020

For the 2019-2020 school year, school divisions are expected to continue to use the [*Virginia Quality Criteria Tool for Performance Assessments*](http://www.doe.virginia.gov/testing/local_assessments/performance-based/qual-criteria-tool-01-18.docx) to ensure that students have access to quality tasks. School divisions should also continue to make progress in using the common rubrics developed by VDOE with performance assessments in classrooms where an SOL assessment has been replaced (Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865, and United States History: 1865 to the Present).

Additionally, beginning with the 2019-2020 school year, all school divisions will be expected to prepare Balanced Assessment Maps for each of the five replaced SOL assessments. These Balanced Assessment Maps will more fully detail the local alternative assessment plan for each of these courses and will indicate the types of assessments used to measure the content and skills covered in the course. Assessment maps may include a variety of assessment types but must include some performance assessments. Additional information about the development of assessment maps will be provided by the VDOE beginning in spring 2019.

The development and selection of the local assessments that comprise the balanced assessment map are left to the discretion of the school division. However, assessments used should be designed to provide feedback to students, parents, and teachers regarding the extent to which the student has demonstrated proficiency in the content and skills included in the SOL covered and should demonstrate continued progress in implementing performance assessments as part of a balanced local assessment system.

Local school divisions may choose to administer the same assessments for particular grade levels and content areas to all students in the division or may provide schools with flexibility in selecting the assessments to be administered.

By 2019-2020, school divisions should provide opportunities for cross-scoring student responses to performance assessments within schools and across schools within the school division, using common rubrics developed by the VDOE to evaluate student work. Meetings scheduled by the VDOE in summer 2019 will provide opportunities for professional development on cross scoring.

## Use of Integrated Assessments

The legislation encourages integrated assessments that include multiple subject areas. For example, a local assessment might address content from both grade 3 history and grade 3 science. If such assessments are used, the results should include information about the extent to which the student has demonstrated proficiency in each specific set of SOL covered.

## **Professional Development**

The capacity of teachers to design and implement assessments that are intended to inform instruction is likely to vary widely across the Commonwealth. School divisions should evaluate the capacity and experience of their teachers in implementing such assessments and use this information to design professional development. Professional development should encourage the collaboration of teachers within grades and across grades to implement the assessments and to use their results to determine instructional needs. School divisions will be notified when materials used in the summer 2018 Performance Assessment events and other performance assessment resources are posted to the VDOE website.

## Documentation and Reporting to the Virginia Department of Education

During the 2018-2019 through the 2019-2020 school years, VDOE staff will conduct annual site visits or “desk reviews” in a sample of school divisions. As a part of these “desk reviews,” documents will be examined and school division staff interviewed either by webinar or by telephone. The purpose of these reviews will be to determine how local school divisions are verifying that the content is being taught, to determine the types of alternative assessments that are being administered, to identify exemplars of performance assessments that may be shared with other school divisions, and to assist teachers, schools, and school divisions in strengthening their own alternative performance assessments. The reviews will help Department staff to identify “best practices” for sharing with other Virginia school divisions.

Beginning with the 2019-2020 school year, the balanced assessment maps completed by school divisions will become part of the desk reviews. For 2019-2020, materials retained at the division for possible review should include the following:

1. Balanced Assessment Map for each of the five replaced SOL assessments;
2. Copies of assessments administered, including performance tasks;
3. Rubrics used for scoring; and
4. Division-specific material used to train teachers and samples of student writing from the various score points of the rubric.

School divisions are to retain these documents for one year after the end of the academic year, as outlined in the [Records Retention and Disposition Schedule, General Schedule No.GS-21](http://www.lva.virginia.gov/agencies/records/sched_local/GS-21.pdf) (Series 000236, 000240). The VDOE will not require the retention of individual student work beyond the student work samples that demonstrate division scoring.

## Individuals with Disabilities Education Act

School divisions should be aware of the following requirement found in Section 300.160 c (1) of the *Individuals with Disabilities Education Act*:

A State (or, in the case of a district-wide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section.

If school divisions choose to meet the local alternative assessment requirements through the use of division wide assessments, an alternate assessment for students with disabilities who cannot participate in regular division assessments must be provided.

## Use of Local Assessments in State Accreditation or Federal Accountability

The results of the local alternative assessments will not be used to designate state accreditation or federal accountability status.