Virginia Department of Education

Local Alternative Assessment Desk Review Form

Desk reviews for local alternative assessments are required by the Virginia Board of Education as described in the *Guidelines for Local Alternative Assessments: 2023-2024 and Beyond*. This form will be used to collect information as part of that desk review process. Please complete a separate review form for each content/grade level selected for desk review. Resources to support local alternative assessments are located on the [Performance Assessments & Local Alternative Assessments page](https://www.doe.virginia.gov/teaching-learning-assessment/student-assessment/virginia-sol-assessment-program/performance-assessments-local-alternative-assessments) of the Virginia Department of Education website.

Local Alternative Assessment Content/Subject and Grade Level:

School Division: Date:

Contact Information for Person Completing Form

Name: Title: Email Address:

Alternate Contact Name: Title: Email Address:

Please use your school division’s Balanced Assessment Plan and associated documents to complete the information in the table that follows. Responses should be brief but detail how the school division has implemented and supported its plan during the current school year. Examples of evidence that could be used to document a school division’s plan and/or work have been provided by school divisions for consideration.

|  |  |
| --- | --- |
| **Division plan for the instruction and assessment for all Standards of Learning (SOL) in this content area**  The focus for this section of the desk review form is how the division ensures that instruction and assessment include the Standards of Learning, in full, as required by the *Guidelines for Local Alternative Assessments.* Evidence could include the division’s planned sequence for each instructional unit and the variety of assessments used to measure the SOL. Evidence is not expected to include individual lessons. Evidence should demonstrate a balanced approach to assessment.  *School divisions provided examples of the evidence they could use to answer this question, including:  - balanced assessment plan*  *- master schedule that indicates time allotted for instruction in the content area - pacing/local curriculum guides that indicate SOL within each unit and how each is assessed*  *- summary of instructional sequence that includes assessment dates and types - division-wide common formative assessments - task descriptions - curriculum documents, such as curriculum map that includes instructional resources and links to assessments for each SOL - testing calendars - spreadsheet with SOL and list of all common assessments - brief narrative explanations* | |
| **What evidence supports this requirement?**  (Include document title(s) and, when possible, link to shared document(s).) | Comments |
| Optional: What challenges have you experienced in meeting this requirement, and how have you attempted to overcome those challenges? |  |
| Optional: What successes in meeting this requirement would your division like to share or highlight? |  |
| **What are the next steps planned for this requirement?** |  |

|  |  |
| --- | --- |
| **Division guidance as to how a balance of formative assessments, summative assessments, and performance assessments is used to determine student mastery and/or growth**  The focus for this section of the desk review form is determining student mastery and/or growth through a variety of assessment data. Documentation that balanced assessments are administered is included in the first section; information in this section should instead reflect the division’s work toward consistency in expectations/requirements for student mastery of content as well as use of rubric scores and other data to track student growth.  *School divisions provided examples of the evidence they could use to answer this question, including:*  *-a narrative description could accompany the Balanced Assessment Plan/pacing guide that describes how mastery and/or growth are determined in the division when looking at the overall evidence for a student’s achievement*  *-a student’s scores on the same skill in the common rubric could be tracked during a year or across years to show growth in that skill*  *-gradebook should show scores for division-wide and classroom assessments administered* | |
| **What evidence demonstrates the division’s guidance for how assessment data are used to determine student mastery and/or growth?**  (Include document title(s) and, when possible, link to shared document(s).) | Comments |
| Optional: What challenges have you experienced and how have you attempted to overcome those challenges? |  |
| Optional: What successes would your division like to share or highlight? |  |
| **What are the next steps planned for division support in this area?** |  |

|  |  |
| --- | --- |
| **Division-provided support and professional development for the cycle that includes developing, implementing, and revising performance assessments**  The focus for this section of the desk review form is how the division supports performance assessments as part of its balanced assessment system. As a reminder, the legislation regarding local alternative assessments requires school divisions to implement local performance assessments. A cycle that includes processes for developing new performance assessments and revising existing assessments, using the Virginia Quality Criteria Tool and based on implementation results and feedback, is best practice.  *School divisions provided examples of the evidence they could use to answer this question, including:*  *- agenda for professional development session or consortium work focused on revising (or developing) common tasks - agenda from PLC meeting(s)*  *- professional development calendar - narrative description of processes being used and revisions being made*  *-” strikethrough” versions of documents to demonstrate revisions*  *- common templates used within division for performance tasks/assessments*  *- description of how assessments are being implemented and scored, and how feedback from teachers is being collected to inform future revisions* | |
| **What evidence demonstrates how the division is supporting this work?**  (Include document title(s) and, when possible, link to shared document(s).) | Comments |
| Optional: What challenges have you experienced and how have you attempted to overcome those challenges? |  |
| Optional: What successes would your division like to share or highlight about its work with performance assessments? |  |
| **What are the next steps planned for developing, implementing, and revising performance assessments?** |  |

|  |  |
| --- | --- |
| **Division support for scoring performance assessments**  The focus of this section of the desk review form is on the ways in which the division supports scoring using the state’s common rubrics (e.g., through training teachers to score in a consistent manner, through providing teachers unencumbered time for scoring, etc.).  In addition to the responses to questions below, materials submitted to VDOE as part of the desk review process should include one set of eight to ten scored student work samples for each of two different performance assessments. Each set of eight to ten scored samples should represent a range of scores on the common rubric for one or more rubric criteria\*. Note that this number of work samples has been selected in order to illustrate how responses receiving the same score may look different from each other. Evidence of support for common/cross scoring within a school and/or across schools should be noted.  \*Each set of eight to ten scored samples should represent a range of scores on the common rubric for one or more rubric criteria. Core Expectations are always scored for LAA in History/Social Science. Both domains are always scored for LAA in Writing.  *School divisions provided examples of the evidence they could use to answer this question, including:*  *-subject/curriculum group meetings*  *-created shared drive to collect data and documentation*  *-evidence of using VDOE-provided scoring training, PD for scoring calibration*  *-student work samples across all score points*  *-evidence of common scoring opportunities and feedback solicited during those events (teacher insights based on the review of student work and discussions of observed differences in scoring)*  *-narrative description of how samples were selected from across division*  *-description of division “sample collection” process and later review of assessment scoring (by school and by grade level/across schools)*  *-agendas and attendance records for scoring and cross-scoring training* | |
| **What evidence demonstrates how the division supports scoring?**  (Include document title(s) and, when possible, link to shared document(s).) | Comments |
| Optional: What challenges have you experienced in regard to scoring, and how have you attempted to overcome those challenges? |  |
| Optional: What successes with scoring would your division like to share or highlight? |  |
| **What are the next steps planned for division support for scoring?** |  |
| **Division-provided support and professional development for analyzing and using assessment data to inform instructional decisions**  The focus of this section of the desk review form is on the division’s support and training for analyzing and using assessment data to inform instruction. Local alternative assessment data, including but not limited to data from performance assessments, should be interpreted and used to inform instructional practice. Assessment data can be monitored and interpreted at the division level to identify instructional strengths and to determine needs.  *School divisions provided examples of the evidence they could use to answer this question, including:*  *-division-provided PD for using assessment data (process oriented rather than content specific)*  *-documentation of training and time allotted for cross-curricular teacher collaboration and discussion of assessment data and impact on instruction*  *-content and/or grade-level meeting records that show data-driven planning based on formative tasks and summative assessments*  *-teacher feedback and reflections on assessment data*  *-documentation of data analysis for common assessments administered*  *-professional development calendar and agenda items*  *-data discussion protocols and examples of how item-analysis tools are implemented*  *-communication from content specialists to teachers/administrators regarding data analysis and its impact on upcoming instruction* | |
| **What evidence demonstrates how the division is supporting this work?**  (Include document title(s) and, when possible, link to shared document(s).) | Comments |
| Optional: What challenges have you experienced and how have you attempted to overcome those challenges? |  |
| Optional: What successes would your division like to share or highlight about its work in this area? |  |
| **What are the next steps planned for division support for analyzing and using assessment data?** |  |
| **Division communication to parents regarding student performance on local alternative assessments, including but not limited to performance assessments**  Communication to parents regarding a student’s performance on local alternative assessments should be provided throughout the year. Communication can differ by school/classroom, or the division can implement a plan for consistent communication that extends across the division.  *School divisions provided examples of the evidence they could use to answer this question, including:*  *-copy of communication and materials shared with parents*  *-narrative statement of school division’s efforts to communicate with parents*  *-screenshot of (or link to) division website location of information about local alternative assessments and performance assessments/tasks*  *-example of letters sent home to explain expectations for upcoming assessments*  *-letter from building principal regarding expectations and rationale behind local alternative assessments*  *-sample letter and notation of when the letter was shared with parents*  *-letters, conferences, and other times where parents gather; include documentation of dates these were held and topics of conversation*  *-gradebook shared with parents*  *-parent/teacher conference dates if LAA were expected to be included as a topic of conversation* | |
| **What evidence demonstrates how the division supports communication to parents regarding student performance on local alternative assessments?**  (Include document title(s) and, when possible, link to shared document(s).) | Comments |
| Optional: What challenges have you experienced and how have you attempted to overcome those challenges? |  |
| Optional: What successes would your division like to share or highlight regarding its communication plan? |  |
| **What are the next steps planned for division support in this area?** |  |

Additional Feedback and Questions: Please use this portion of the desk review form to add other information or questions regarding local alternative assessments that your division would like to share.